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ABSTRACT

Presenting the diagnostic teaching units for grades 7, 8, and 9 social studies, this handbook is intended to be used along with the companion handbook 1, "Evaluating Students' Learning and Communication Processes: Integrating Diagnostic Evaluation and Instruction." The student activities of the diagnostic teaching units in the handbook have been designed to engage students in the six learning and communication processes (exploring, narrating, imagining, empathizing, abstracting, and monitoring) described in the companion handbook. The first part of the handbook presents diagnostic teaching units for grade 7 ("Cultural Transition in Japan"), grade 8 ("The Physical and Human Geography of the Amazon Basin"), and grade 9 ("Soviet Leadership and Economic Growth" and includes a general description of the lessons in the units followed by more detailed plans for each lesson. The final section of the unit contains supplementary materials created to support the lessons in the units. The second part of the handbook shows how to apply the evaluation and instructional strategies of the companion handbook to the student work generated as the students engage in the learning activities of the unit described in the first part of the handbook. The second part of the handbook also presents samples of students' work drawn from field trials of the diagnostic teaching units, along with a discussion of the learning and communication processes exemplified in the work. (RS)

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EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES

DIAGNOSTIC TEACHING UNITS: SOCIAL STUDIES

This document was written primarily for:

Students	
Teachers	✓
Administrators	
Parents	
General Public	
Others (Specify)	

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Introduction

Purpose of This Handbook

Integrating diagnostic evaluation with instruction in social studies

The diagnostic teaching units in this program have been designed to help you include diagnostic evaluation of students' learning and communication processes with regular learning activities in your classroom. This handbook, which presents the diagnostic teaching units for Grades 7, 8, and 9 Social Studies, is intended to be used along with Handbook 1, *Evaluating Students' Learning and Communication Processes: Integrating Diagnostic Evaluation and Instruction.* This companion handbook explains the theoretical framework of the program and describes the evaluation and instructional strategies that will help you and your students gain the most benefit from your use of the diagnostic teaching unit.

The student activities of the diagnostic teaching units have been designed to engage students in the six learning and communication processes described in Handbook 1, so that their independent use of these processes can be assessed.
Your students will have opportunities to observe and evaluate their own learning and communication processes and those of their peers. You and your students will be able to construct profiles of their independent use of the processes. You can use these profiles cooperatively to plan instructional activities that will help your students develop greater independent control over their learning and communication processes.

This unit is not intended to prescribe content or methodology. You may wish to use the unit exactly as presented, or you may wish to adapt the learning activities to fit your own situation and your own students. We hope you will view the diagnostic teaching units as models that can be replicated for other topics in the courses you are teaching. In this way, you can continue to gather diagnostic information about your students' learning and communication processes and meet their individual needs as learners and communicators.

Structure of This Handbook

This handbook consists of two parts.

Part One: The Diagnostic Teaching Units

The first part presents Diagnostic Teaching Units for Grades 7, 8, and 9 Social Studies.

Grade 7, Topic B
"Cultural Transition in Japan"

Grade 8, Topic C
"The Physical and Human Geography of the Amazon Basin"

Grade 9, Topic B
"Soviet Leadership and Economic Growth"

Each unit includes a general description of the lessons in the unit, followed by more detailed plans for each lesson. The final section of the unit contains supplementary materials created to support the lessons in the diagnostic teaching unit.

Part Two: Applying evaluation and instructional strategies to students' work in social studies

The second part of the handbook shows how to apply the evaluation and instructional strategies of *Evaluating Students' Learning and Communication Processes* to the student work you will be collecting and evaluating as your students engage in the learning activities of the diagnostic teaching unit. Samples of students' work drawn from the field trials of the diagnostic teaching unit are presented, along with a discussion of the learning and communication processes exemplified in the work. This part of the handbook also suggests instructional activities to help students become more independent users of the six processes.

Part One: The Diagnostic Teaching Units

Structure of the Diagnostic Teaching Units

The diagnostic teaching units have three parts—a Unit Plan, Lesson Plans, and Student Materials.

The Unit Plan

The Unit Plan presents a general overview of the unit. These planning sheets are facing pages divided into several columns. (See pages 10 and 11 for an example.)

Processes
-Exploring
-Narrating
-Imagining
-Empathizing
-Abstracting
-Monitoring

The first column, "Processes," indicates the six learning and communication processes students will use as they participate in the activities—Exploring, Narrating, Imagining, Empathizing, Abstracting, and Monitoring. Titles of the lessons are also found in this column. Under the lesson title, the processes to be emphasized during each lesson are indicated by an "x." Processes that will be used by students, but are not the prime focus of evaluation, are indicated by a check mark.

Diagnostic Evaluation Procedures

The second column, "Diagnostic Evaluation Procedures," summarizes what you will do to evaluate the learning and communication processes of selected students. Key words in these procedures are boxed for emphasis.

Activities

The third column, "Activities," indicates what you and your students will do during each lesson. The fourth and fifth columns indicate how students are organized for the lesson (learning as individuals, in pairs, in small groups, or in a whole class setting) and the language strands that are engaged in during each lesson (reading, writing and representing, oral communication—listening and speaking, and viewing).

Classroom Organization

Strands

Program Objectives

The sixth column lists the objectives from the Program of Studies that are pertinent to each lesson.

Materials

The seventh and final column lists the materials students will use in the lesson and the materials that you will use to observe and evaluate their learning and communication processes.

The Lesson Plans

Like the Unit Plan sheets, the Lesson Plan sheets are divided into columns. (See page 20 for an example.)

Objectives

The first column, "Objectives," lists the knowledge, skill, and attitude objectives from the Program of Studies that are the focus of the lesson. Opportunities to engage in the six learning and communication processes will help students achieve these objectives. The Descriptive Scales and the Observation/Profile Sheets in the companion handbook, *Evaluating Students' Learning and Communication Processes: Integrating Diagnostic Evaluation and Instruction*, will enable you to evaluate students' attainment of these objectives *indirectly* and *formatively* through your evaluation of their learning and communication processes. Any *summative* evaluation procedures that you conduct during the lesson will, of course, take these objectives more directly into account.

Procedures
–Student Activity
–Teacher Activity
–Supplementary or Alternate Procedures

The "Procedures" column is subdivided into Student Activity, Teacher Activity, and Supplementary or Alternate Procedures. Descriptions and explanations of the diagnostic evaluation procedures that you will conduct, as the students are involved in activities, are highlighted with grey screening for emphasis. Under "Supplementary or Alternate Procedures" you will find additional information about the lesson or about procedures that might be necessary for your students, as well as alternate activities that you may wish to try.

Materials

The third column lists the materials that will be used during the lesson. The resources students will need and the record-keeping forms and equipment you will need are listed directly opposite the activity they apply to.

The Student Materials

Student materials have been created to support the lessons in this unit. Additional readings are included in this section, as are assignments for small group work and writing of various kinds. These student materials may be duplicated for classroom use.

Grade 7 Social Studies, Topic B
"Cultural Transition in Japan"

This Grade 7 Social Studies unit covers many of the program objectives listed under Topic B in the *Program of Studies for Junior High Schools*. However, it is not intended to cover *all* the content of Topic B. You can use it as a model to develop additional diagnostic teaching units related to Topic B (the influence of geography upon Japanese culture, for example).

Before they begin their study of "Cultural Transition in Japan," your students should understand the concept of culture and of cultural universals. They should have studied aspects of their "personal" culture and explored its influence on their own lifestyles, values, and beliefs. In addition, your students should have a general understanding of the geography of Japan.

The Questions and the Issue

In this unit, students will consider the following questions:

- How has Japanese culture changed over time? How has it remained the same?
- What factors have influenced cultural change in Japan?
- How do the Japanese people respond to cultural change?

Students will also examine this issue: "To what extent should change within a culture be encouraged?"

Lesson Summaries

The unit has five lessons. The term "lesson" refers to a group of related activities that will usually require more than one class period to complete. You may wish to adapt the lessons according to the needs of your students and the availability of resources. A brief summary of the lessons follows.

Lesson One: "An Introduction to Japanese Culture" introduces students to Japanese culture and motivates them to explore and learn about Japan. The activities included in this lesson will help students discover what they already know about Japan and what they want to learn.

Lesson Two: "An Historical Overview of Japan to 1853" involves students in the study of Japanese history to 1853, a pivotal year for Japan. During this unit, students are introduced to the "linear time-line," a device they will continue to use to organize their learning in social studies.

Lesson Three: "Life in Feudal Japan (Cultural Stability)" involves students in an examination of life in feudal Japan, a time of relative cultural stability. The rigidity of the class structure in feudal society is emphasized.

Lesson Four: "The Meiji Restoration and the Modern Period (Cultural Transition)" helps students contrast cultural stability, as seen in feudal Japan, with cultural transition, as seen during the late Tokogawa Period and during the Meiji Restoration and the early Modern Period. Students study the impact of this era's profound changes upon the old feudal classes and examine the agents of change that were at work in Japan. Students also develop an appreciation of the accomplishment of the Japanese people, who met the challenge of change successfully.

Lesson Five: "The Causes and Effects of Cultural Change" enables students to examine what they have learned about cultural change in Japan and to formulate generalizations about the positive and negative effects of cultural change.

GRADE 7 SOCIAL STUDIES,
TOPIC B

"CULTURAL TRANSITION IN JAPAN"

Acknowledgments

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UNIT PLAN

THEME Cultural Transition in Japan

FOCUS

1. How has Japanese culture changed over time? How has it remained the same?
2. What factors have influenced cultural change in Japan?
3. How do the Japanese people respond to cultural change?

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson One: An Introduction to Japanese Culture ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their discussions, questions and title page.	1. Teacher reviews concept of "cultural universals," learned in Topic A. 2. Individually, students list things they know about Japan. Students should try to classify this prior knowledge according to cultural universals. 3. Teacher leads class discussion of elements of "old" Japan and elements of "new" Japan, creating two lists on the chalkboard. These lists should be copied by students into their notes. Elements listed should come from individual student lists. Teacher and students formulate generalizations about cultural transition and cultural retention. 4. Students work in groups to formulate questions that will guide their study of Japan. 5. Students create a title page for the unit illustrating what they know and what they want to find out about Japan.
✗	✗	✗	✓	✓	✓		

ONGOING ACTIVITIES Japan is an important trading partner of Canada. Many of the products used on a day-to-day basis in Canadian homes have been produced in Japan. Students could begin an inventory of manufactured items in their homes and add to this list as the unit progresses.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 7 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔		✔	✔		✔	✔		Knowledge Objectives: Generalizations: Change is a continuous process occurring unevenly within cultures. Some aspects of culture are more enduring than others. Concepts: cultural transition, cultural retention Related Concepts/Terms/Facts: technology, lifestyles, adaptation, traditional way of life Skill Objectives: Process Skills: identify and define topics, categorize information to develop concepts... Communication Skills: construct a chart..., convey thoughts, feelings, and information... Participation Skills: converse with others... Attitude Objectives: willingness to consider opinions and interpretations different from own, sensitivity to the customs and beliefs of cultural groups other than own	Retrieval Chart (Cultural Universals), attached, page 38. (See also page 63 of the *Junior High Social Studies Teacher Resource Manual.*) Student response journals OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Audiotape

* Objectives have been drawn from the Program of Studies for Junior High Schools, pages c. 6 and c. 7

UNIT PLAN

THEME FOCUS Cultural Transition in Japan

1. How has Japanese culture changed over time? How has it remained the same?
2. What factors have influenced cultural change in Japan?
3. How do the Japanese people respond to cultural change?

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Two: An Historical Overview of Japan to 1853 ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their discussions and time-lines.	1. Teacher leads a general class discussion about the importance of personal history to each individual—past events in our lives that have contributed to our becoming the kinds of people we are today. 2. Teacher creates a personal time-line on the board, highlighting events that have altered his/her life (e.g., moves from one province/town/city to another, marriage, births, deaths). 3. Students create personal time-lines of their own "histories," highlighting important events (e.g., birth of siblings) and how these have altered their lives. 4. Teacher makes a connection between personal history and national history. (Just as certain events change the lives of individuals, events change the directions of whole cultures.) To illustrate this point, the teacher could use examples from Canadian history with which students are familiar. 5. Student pairs construct a time-line of Japanese history from 50 BC to AD 1853, highlighting events in history that were particularly crucial re change/consistency.
✗	✗	✗	✓	✓	✓		

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(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 7 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔	✔		✔	✔	✔	✔	✔	Knowledge Objectives: Generalization: Change is a continuous process occurring unevenly within cultures. Concepts: transition, cultural retention Related Concepts/Terms/Facts: contact with other cultures, adaptation Skill Objectives: Process Skills: identify possible sources and location of information..., acquire information to find answers..., compare information... Communication Skills: construct a chart (time-line)..., convey thoughts, feelings, and information... Participation Skills: converse with others, observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: willingness to consider opinions and interpretations different from own	*Japan: Its People and Culture* by Jim Parsons (pages 11 to 15) *Japan Nearby* by Wells et al. (pages 84 to 87) *Two Roads to Japan* by Les Omotani (pages 35 to 37) Supplementary resources as appropriate My Personal History time-line, attached, page 39 Student response journals A Time-Line of Japanese History, attached, page 40 OBSERVATION/PROFILE SHEET designed for use with groups

* Objectives have been drawn from the Program of Studies for Junior High Schools, pages c. 6 and c. 7

UNIT PLAN

THEME FOCUS Cultural Transition in Japan

1. How has Japanese culture changed over time? How has it remained the same?
2. What factors have influenced cultural change in Japan?
3. How do the Japanese people respond to cultural change?

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Three: Life in Feudal Japan							
✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson							
✗	✗	✗	✗	✗	✗	OBSERVATION and EVALUATION of selected students' learning and communication processes in their small group discussions, written work, and peer editing. Student SELF-EVALUATION and PEER EVALUATION of learning and communication processes in their discussions, questions, title pages, time-lines, written work, and peer editing during Lessons One to Three. CONFERENCING with individual students to share observations and evaluations of their learning and communication processes.	1. Teacher focuses students on the section of their time-lines that can be called the Tokogawa Period. 2. Teacher leads general class discussion about feudalism and builds, from prior student knowledge, a general understanding of the concept. 3. Teacher leads class in reading *Japan Nearby*, pages 88 and 89. (Note, especially, the class structure in Tokogawa Japan.) 4. Teacher assigns students to four groups representing Japanese social classes—samurai, farmers, artisans, merchants. 5. Each student group researches the Japanese social class they are assigned to and fills out Retrieval Charts. 6. Teacher forms different student groups, with at least one member of each Japanese social class in each new group. 7. Groups fill out Reactions Chart about the positive and negative elements of feudalism in Japan. 8. Students do group self-assessment. 9. Individual students complete written-response assignment. 10. Student pairs do peer editing.

ONGOING ACTIVITIES Japan is an important trading partner of Canada. Many of the products used on a day-to-day basis in Canadian homes have been produced in Japan. Students could begin an inventory of manufactured items in their homes and add to this list as the unit progresses.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 7 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔	✔	✔	✔	✔	✔	✔	✔	Knowledge Objectives: Generalization: Some aspects of culture are more enduring than others. Concepts: cultural retention, cultural stability Related Concepts/Terms/Facts: lifestyles (communication, socialization, beliefs/values, roles), traditional way of life (communication, socialization, beliefs/values, roles) Skill Objectives: Process Skills: identify possible sources and location of information..., acquire information to find answers..., make notes..., compare information..., draw conclusions..., determine values underlying a position..., categorize information to develop concepts..., make generalizations..., identify and evaluate alternative answers... Communication Skills: construct a chart..., convey thoughts, feelings, and information... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: willingness to consider opinions and interpretations different from own, sensitivity to the customs and beliefs of cultural groups other than own	*Japan Nearby* by Wells et al. (pages 88 and 89) *Two Roads to Japan* by Les Ornotani (pages 35 to 44) Supplementary resources as appropriate. (For example, scenes from *The Seven Samurai*, a Japanese film produced in 1954, may help students to envision feudal Japan.) Student response journals Retrieval Chart (Feudal Classes), attached, page 41 Retrieval Chart (Pros and Cons of Feudal Society), attached, page 42 Reactions Chart, attached, pages 48 to 50 Group self-assessment checklists (See page 51 of the *Junior High Social Studies Teacher Resource Manual.)* Writing Assignments (Life in Feudal Japan), attached, pages 43 and 44 Editing Checklist, attached, page 45 OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Audiotape OBSERVATION/PROFILE SHEET designed for use with individuals SELF-EVALUATION PROFILE SHEET PEER EVALUATION PROFILE SHEET

* Objectives have been drawn from the Program of Studies for Junior High Schools, pages c. 6 and c. 7

UNIT PLAN

THEME Cultural Transition in Japan

FOCUS
1. How has Japanese culture changed over time? How has it remained the same?
2. What factors have influenced cultural change in Japan?
3. How do the Japanese people respond to cultural change?

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Four: The Meiji Restoration and the Modern Period ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their discussions and written work.	1. Teacher introduces lesson by contrasting the relative stability of the Tokogawa Period with the relative flux of the period students are about to study. 2. Student groups (at least one student representing each Japanese social class—samurai, farmers, artisans, merchants) complete Research List, Time-Line, and Reactions Chart. 3. Students do group self-assessment. 4. Individual students complete written-response assignment. 5. Student pairs do peer editing.
✗	✗	✗	✗	✗	✗		

ONGOING ACTIVITIES Japan is an important trading partner of Canada. Many of the products used on a day-to-day basis in Canadian homes have been produced in Japan. Students could begin an inventory of manufactured items in their homes and add to this list as the unit progresses.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 7 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔	✔	✔	✔	✔	✔	✔	✔	Knowledge Objectives: Major Generalization: Cultural transition occurs as a result of internal and external influences. Generalizations: Change results from one cause or a combination of causes. Change is a continuous process occurring unevenly within cultures. Concepts: agents of change, transition Related Concepts/Terms/Facts: technology (urbanization, industrialization), contact with other cultures (westernization), beliefs/values (democratization, militarization), roles (loss of feudal privileges, etc.) Skill Objectives: Process Skills: identify and define topics, identify possible sources and location of information..., acquire information to find answers..., differentiate between main and related ideas, identify points of view..., identify relationships..., make notes, compare information..., draw conclusions..., determine values..., categorize information to develop concepts..., make generalizations..., identify and evaluate alternative answers... Communication Skills: convey thoughts, feelings, and information..., write, from a single point of view... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of change as a common feature of life in all cultures, empathy for people experiencing change, willingness to consider opinions and interpretations different from own, sensitivity to the customs and beliefs of cultural groups other than own	*Japan Nearby* by Wells et al. (pages 89 to 93). (Note the typo on page 90; "hans" should be "clans.") *Japan: Its People and Culture* by Jim Parsons (pages 17 to 23, 25 to 29) Supplementary resources as appropriate Student response journals Research List (Modern Japan), attached, page 46 A Time-Line of Japanese History, attached, page 47 Reactions Chart, attached, pages 48 to 50 OBSERVATION/PROFILE SHEETS Tape recorder Video camera Audiotape Videotape Group self-assessment checklists (See page 51 of the *Junior High Social Studies Teacher Resource Manual.*) Writing Assignments: Modern Japan, attached, page 51 Editing Checklist, attached, page 52

* Objectives have been drawn from the Program of Studies for Junior High Schools, pages c. 6 and c. 7

UNIT PLAN

THEME FOCUS Cultural Transition in Japan

1. How has Japanese culture changed over time? How has it remained the same?
2. What factors have influenced cultural change in Japan?
3. How do the Japanese people respond to cultural change?

Issue: To what extent should change within a culture be encouraged?

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Five: The Causes and Effects of Cultural Change ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their discussions, writing and peer editing. CREATION OF INDIVIDUAL STUDENT PROFILES of learning and communication processes. CONFERENCING with individual students to share profiles and set goals to help them become independent users of the processes.	1. In *new* groups, students arrive at consensus by answering the questions central to this unit: • How has Japanese culture changed over time? How has it remained the same? • What factors have influenced cultural change in Japan? • How do the Japanese people respond to cultural change? 2. Students discuss the issue, "To what extent should change within a culture be encouraged?" and respond to the issue in writing. Students do peer editing.
	✗	✗	✗	✗	✗		

ONGOING ACTIVITIES Japan is an important trading partner of Canada. Many of the products used on a day-to-day basis in Canadian homes have been produced in Japan. Students could begin an inventory of manufactured items in their homes and add to this list as the unit progresses.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 7 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
		✔			✔	✔		Knowledge Objectives: Major Generalization: Cultural transition occurs as a result of internal and external influences. Generalizations: Change results from one cause or a combination of causes. Change is a continuous process occurring unevenly within cultures. Concepts: agents of change, transition Related Concepts/Terms/Facts: technology (urbanization, industrialization), contact with other cultures (westernization), beliefs/values (democratization, militarization), roles (loss of feudal privileges, etc.) Skill Objectives: Process Skills: identify and define topics, identify possible sources and location of information..., acquire information to find answers..., differentiate between main and related ideas, identify points of view..., identify relationships..., make notes, compare information..., draw conclusions..., determine values..., categorize information to develop concepts..., make generalizations..., identify and evaluate alternative answers... Communication Skills: convey thoughts, feelings, and information..., write, from a single point of view... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of change as a common feature of life in all cultures, empathy for people experiencing change, willingness to consider opinions and interpretations different from own, sensitivity to the customs and beliefs of cultural groups other than own	Notes, reading assignments, and handouts from previous lessons Cultural Transition in Japan: Student Package, attached, pages 53 to 56 Student response journals Individual Writing Assignment, attached, page 57 Editing Checklist, attached, page 58 OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Audiotape DESCRIPTIVE SCALES OBSERVATION/PROFILE SHEET for each student SELF-EVALUATION PROFILE SHEETS PEER EVALUATION PROFILE SHEETS SUMMARY AND GOALS FOR IMPROVEMENT completed by each student

* Objectives have been drawn from the Program of Studies for Junior High Schools, pages c. 6 and c. 7

LESSON PLAN

Lesson One: An Introduction to Japanese Culture

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalizations: Change is a continuous process occurring unevenly within cultures. Some aspects of culture are more enduring than others. Concepts: cultural transition, cultural retention Related Concepts/ Terms/Facts: technology, lifestyles, adaptation, traditional way of life	A fundamental aspect of culture, especially in the modern world, is that it is constantly evolving--sometimes subtly, sometimes dramatically. Topic B of the Grade 7 Social Studies course, "Cultural Transition: A Case Study of Japan," deals with this aspect of culture. By studying the changes that have occurred in Japanese culture in the past 125 years, students develop an understanding of cultural transition and its impact upon people.		(Before they study this unit, students should have a firm understanding of the concept of culture and cultural universals. They will have studied aspects of their "personal" culture and explored its influence on their own lifestyles, values, and beliefs. In addition, students should have a general understanding of the geography of Japan.)	
Skill Objectives: Process Skills: identify and define topics, categorize information to develop concepts... Communication Skills: construct a chart..., convey thoughts, feelings, and information... Participation Skills: converse with others...	Students list, individually, what they know about Japan. Individual students organize their lists according to a set of "cultural universals" provided by the teacher.	Review with students the concept of cultural universals. Provide students with a list of cultural universals to help them organize their knowledge of Japanese culture.	The *Junior High Social Studies Teacher Resource Manual* suggests activities that will motivate students to explore Japanese culture (pages 55 and 56).	Retrieval Chart (Cultural Universals)--(See page 63 of the *Junior High Social Studies Teacher Resource Manual.*)
Attitude Objectives: willingness to consider opinions and interpretations different from own, sensitivity to the customs and beliefs				

LESSON PLAN

Lesson One: An Introduction to Japanese Culture

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
of cultural groups other than own	Through class discussion, students provide ideas for two lists on the chalkboard: • Elements of "Old" Japan • Elements of "Modern" Japan Through class discussion, students explore relevant background knowledge; narrate stories, read or heard; and perhaps imagine other possibilities. Students work in small groups to list questions about Japanese culture in their response journals.	Lead class discussion, arising from individually compiled lists, about elements that could be listed under "old" Japan (e.g., geisha, kimono, samurai) and under "modern" Japan (e.g., high tech electronics, economic power). Create two lists on the board. Ask students to formulate generalizations about cultural transition and cultural retention. Use the question formulation strategy outlined on page 60 of the *Junior High Social Studies Teacher Resource Manual* to create a list of questions to focus study on Japan. Direct students to record in their response journals questions that they are personally interested in finding answers for. You will find it easier to make diagnostic evaluations of the students you have selected to focus on if you assign these students to the same group. Use the observation/profile sheet designed for use with groups, and audiotape this group's discussion. These	Because it is an important economic power, Japan is often in the news. A current story about Japanese economic influence in Canada or about new products coming out of Japan can help to create interest in the lesson.	Student response journals

LESSON PLAN

Lesson One: An Introduction to Japanese Culture

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
	Students create a personal title page for the unit that reflects their prior knowledge about Japanese culture and reflects, as well, the new information they want to discover about Japanese culture, cultural transition, and cultural retention. Students should use the following format for their title page: 	procedures will enable you to gather data and also manage the class. While the students discuss questions about Japan and work on their title pages, record observations and evaluations of their learning and communication processes.	Use the title page for summative evaluation if you feel it is appropriate.	OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Audiotape

LESSON PLAN

Lesson Two: An Historical Overview of Japan to 1853

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
	Although the study of Japan in Grade 7 Social Studies is to concentrate on the past century, students should have an understanding of the entire span of Japanese history. In particular, students cannot fully appreciate the cultural transition experienced in Japan during the Meiji Restoration without an understanding of life in feudal Japan. This lesson and Lesson Three: Life in Feudal Japan are designed to develop students' awareness of life in Japan before the Modern Era (the Meiji Restoration).			
Knowledge Objectives: Generalization: Change is a continuous process occurring unevenly within cultures. Concepts: transition, cultural retention Related Concepts/ Terms/Facts: contact with other cultures, adaptation Skill Objectives: Process Skills: identify possible sources and location of information..., acquire information to find answers..., compare information... Communication Skills: construct a chart (time-line)..., convey thoughts, feelings, and information...		To help students connect this lesson with the previous one, begin by referring to *historical* events that students listed when remembering prior knowledge of Japan (e.g., Japan was an enemy of the Allies in WW II.) Through discussion of these events, build a case for studying the history of Japan as a means of understanding the development and evolution of Japanese culture.		*Japan: Its People and Culture* by Jim Parsons (pages 11 to 15) *Japan Nearby* by Wells et al. (pages 84 to 87) *Two Roads to Japan* by Les Omotani (pages 35 to 37) Supplementary resources as appropriate My Personal History time-line, attached, page 39 Student response journals
	Students construct personal time-lines of their own lives following a model presented by the teacher.	Introduce to students the concept of a linear time-line. Have students use, as an example, certain highlights in their own lives, from birth to the present. Construct a sample time-line for your own life on the chalkboard. Have students construct personal time-lines of their own lives.		

LESSON PLAN

Lesson Two: An Historical Overview of Japan to 1853

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Participation Skills: converse with others, observe the courtesies of group discussion..., contribute to the group...		Refer students to *Japan: Its People and Culture*, page 11. Read aloud, with students, up to "The Meiji Period" on page 15. Check for student comprehension.		
Attitude Objectives: willingness to consider opinions and interpretations different from own	Students work in pairs to construct a time-line of Japanese history from 50 BC to AD 1853.	Place students in pairs and ask each pair to construct a time-line of Japanese history from 50 BC to AD 1853. Throughout this lesson, audiotape the discussions of the students selected for diagnostic evaluation. As time permits, use the observation/profile sheet designed for use with groups to record observations and evaluations of the students' learning and communication processes in their discussion and time-lines.	Use the time-line for summative evaluation if you feel it is appropriate.	A Time-Line of Japanese History, attached, page 40 OBSERVATION/PROFILE SHEETS designed for use with groups Tape recorder Audiotape

LESSON PLAN

Lesson Three: Life in Feudal Japan (Cultural Stability)

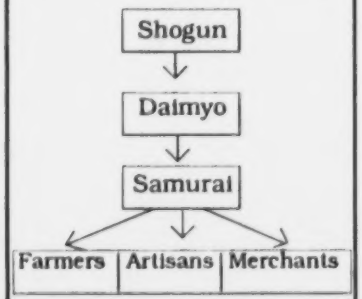
Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalization: Some aspects of culture are more enduring than others. Concepts: cultural retention, cultural stability Related Concepts/ Terms/Facts: lifestyles (communication, socialization, beliefs/values, roles), traditional way of life (communication, socialization, beliefs/values, roles)		Begin this lesson by reviewing the time-line created during Lesson Two. Tell students that their present study will concentrate on the latter part of the Feudal Period—1603 to 1868. (Parsons, pages 14 and 15, refers to this as the Early Modern Period. It is also referred to as the Edo Period and the Tokogawa Period. It is the period in Japanese history during which the Tokogawa shoguns ruled Japan from their capital at Edo, now Tokyo, and the emperors, at Kyoto, were merely figureheads.)		*Japan Nearby* by Wells et al. (pages 88 and 89) *Two Roads to Japan* by Les Omotani (pages 35 to 44) Supplementary resources as appropriate. (For example, scenes from *The Seven Samurai*, a Japanese film produced in 1954, may help students to envision feudal Japan. Although the film is set in a slightly earlier period than the one to be studied, it shows the class differences in feudal Japan— especially differences between samurai and farmers.) Student response journals
Skill Objectives: Process Skills: identify possible sources and location of information..., acquire information to find answers..., make notes..., compare information..., draw conclusions..., determine values underlying a position..., categorize information to develop concepts..., make generalizations..., identify and evaluate alternative answers...	Through class discussion about feudalism, students explore prior knowledge, narrate stories and anecdotes, and imagine themselves as members of a feudal society.	Explore, with students, their previous knowledge about the term "feudal." Students' prior understandings of the feudal system in Europe may help them to understand Japanese feudalism. Ensure that all students understand the basic structure of a feudal system. Refer students to pages 88 and 89 of *Japan Nearby*. Read aloud, with students, up to "The Modern Period" on page 89. Check for student comprehension, especially about the rigidity of the social	As a concrete example of feudalism, declare yourself shogun and appoint two students to be daimyo. Give each daimyo two samurai and half the remaining students, who are farmers (peasants), artisans, and merchants. As a concrete representation of the class system, pronounce that no one's head may be higher than the Shogun's; the heads of samurai and others cannot be higher than the daimyo, and the	

LESSON PLAN

Lesson Three: Life in Feudal Japan (Cultural Stability)

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Communication Skills: construct a chart..., convey thoughts, feelings, and information... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... <u>Attitude Objectives:</u> willingness to consider opinions and interpretations different from own, sensitivity to the customs and beliefs of cultural groups other than own		order—everyone strictly belonged to a certain class: samurai, farmers, artisans, or merchants.	heads of farmers, artisans, and merchants must be held lower than the heads of samurai.  Five minutes of this should suffice to make the point. Students could record their experiences and reactions in their response journals.	
	In groups, students research the lifestyle of their appointed class—samurai, farmer, artisan, or merchant. All group members should keep notes and fill out the retrieval chart about their social class.	Separate students into four groups—samurai, farmers, artisans, merchants. Give each student a copy of the Retrieval Chart for his or her social class. Tell students that the charts are guides only. They will discover other interesting facts about the social class they are researching during their study that they will want to write about in their response journals, and	Some thought should be given to grouping students. For example, much information will be available about the samurai; therefore, even the weaker explorers should be able to make discoveries about this class. The paraphernalia of the samurai class—swords, spears, military regalia—may appeal to some students more than others but can	Retrieval Chart (Feudal Classes), attached, page 41

LESSON PLAN

Lesson Three: Life in Feudal Japan (Cultural Stability)

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
		include in their notes and group discussion. Assign a group leader and a recorder for each group. Explain the roles of each in the discussion. Emphasize the importance of everyone participating to contribute to the group's learning. During the following parts of this lesson, the students selected for diagnostic evaluation could be audiotaped and/or videotaped. As time permits, record observations and evaluations of the students' learning and communication processes using the observation/profile sheet designed for use with groups.	stimulate students who have trouble imagining. On the other hand, information about artisans may be difficult to find. Strong explorers, however, should be successful in researching this topic.	OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Video camera Audiotape Videotape
	Students share the information about the group they researched and then work together to fill out the Retrieval Chart about the pros and cons of feudal society in Japan.	Form different student groups, with at least one member from each social class (i.e., at least one samurai, farmer, artisan, and merchant) in each new group.		Retrieval Chart (Pros and Cons of Feudal Society), attached, page 42

LESSON PLAN

Lesson Three: Life in Feudal Japan (Cultural Stability)

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
	Students do group self-assessment.	Use some of the criteria for the evaluation of small group discussion on page 51 of the *Junior High Social Studies Teacher Resource Manual* to construct a checklist for student group self-assessment.		Group self-assessment checklists
	Students complete writing assignments and do peer editing.	Encourage students to brainstorm ideas for writing. Assist individuals and groups. The journal entries, written assignments, and peer editing checklists of the students selected for diagnostic evaluation can be examined for evidence of the six learning and communication processes. Use the observation/profile sheet designed for individuals to record and evaluate the learning and communication processes of each student.	Use written responses for summative evaluation, as appropriate.	Writing Assignments (Life in Feudal Japan), attached, pages 43 and 44) Editing Checklist, attached, page 45

LESSON PLAN

Lesson Three: Life in Feudal Japan (Cultural Stability)

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
		Ask the students selected for diagnostic evaluation to review the audiotapes and/or videotapes of their discussions and their questions, time-lines, written work, and peer editing to this point and complete a self-evaluation of their own learning and communication processes. If time permits, you may be able to conduct individual conferences with the students selected for diagnostic evaluation. This will enable you to share your evaluations with individual students, compare your evaluations with their self and peer evaluations, and begin to set goals to help them develop more independence in their learning and communication processes.	Ask each student to select a classmate who will examine the same data and do a peer evaluation of his or her learning and communication processes.	OBSERVATION/PROFILE SHEET designed for use with individuals. SELF-EVALUATION PROFILE SHEETS PEER EVALUATION PROFILE SHEETS

LESSON PLAN

Lesson Four: The Meiji Restoration and the Modern Period (Cultural Transition)

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
	Commodore Perry's entry into Edo Bay in 1853 initiated a period of profound change in Japan that resulted in the Meiji Restoration of 1868 and, by early in the 20th century, the arrival of Japan on the world stage as a major power. To evolve from a feudal society to a modern power in such a short time was a gigantic achievement.			*Japan Nearby* by Wells et al. (pages 89 to 93)—(Note the typo on page 90 should be "clans" instead of "hans.")
Knowledge Objectives: Major Generalization: Cultural transition occurs as a result of internal and external influences. Generalizations: Change results from one cause or a combination of causes. Change is a continuous process occurring unevenly within cultures. Concepts: agents of change, transition Related Concepts/ Terms/Facts: technology (urbanization, industrialization), contact with other cultures (westernization), beliefs/values (democratization, militarization), roles (loss of feudal privileges, etc.)		Remind students that the Tokogawa Period was a time of cultural stability in Japan. Change during this time was relatively slow and not particularly profound (at least when compared with what came after). The Modern Period, which students are about to study, has been a time of rapid and profound cultural change in Japan.		*Japan: Its People and Culture* by Jim Parsons (pages 17 to 23, 25 to 29) Supplementary resources as appropriate Student response journals Research List (Modern Japan), attached, page 46 A Time-Line of Japanese History, attached, page 47 Reactions Chart, attached, pages 48 to 50
	Students work in groups to research the late Tokogawa Period, the Meiji Restoration, and the early Modern Period, and to complete the Time-Line and Reactions Chart. Students also use their response journals to frame additional questions they are interested in exploring and to note personal reactions to their learning. Each group elects a group leader and a recorder.	Place students in the same groups they were in for the latter part of Lesson Three. (Again, each group should include at least one member from each feudal class—samurai, farmer, artisan, and merchant.) To each group, distribute copies of the Research List (Modern Japan), the Time-Line, and the Reactions Chart.	If time and student interest allow, have the class do a Research List, Time-Line, and Reactions Chart on the second profound phase of cultural transition in modern Japan, the American Occupation following WW II.	

LESSON PLAN

Lesson Four: The Meiji Restoration and the Modern Period (Cultural Transition)

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Skill Objectives: Process Skills: identify and define topics, identify possible sources and location of information..., acquire information to find answers..., differentiate between main and related ideas, identify points of view..., identify relationships..., make notes, compare information..., draw conclusions..., determine values..., categorize information to develop concepts..., make generalizations..., identify and evaluate alternative answers... Communication Skills: convey thoughts, feelings, and information..., write, from a single point of view... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of change		During the following parts of this lesson, the students' work could be audiotaped and/or videotaped. As time permits record observations and evaluations of the students' learning and communication processes using the observation/profile sheet designed for use with groups.		OBSERVATION/PROFILE SHEETS designed for use with groups Tape recorder Video camera Audiotape Videotape
	Students do group self-assessment.	Use some of the criteria of small group discussion from page 51 of the *Junior High Social Studies Teacher Resource Manual* to construct a checklist for student group self-assessment.		Group self-assessment checklists
	Students complete writing assignments and do peer editing.	Encourage students to brainstorm ideas for writing. Assist individuals and groups. The journal entries, writing assignments, and editing checklists of students selected for diagnostic evaluation can be examined for evidence of the six learning and communication processes.	Use written responses for summative evaluation, as appropriate.	Writing Assignments: Modern Japan, attached, page 51 Editing Checklist, attached, page 52

LESSON PLAN

Lesson Four: The Meiji Restoration and the Modern Period (Cultural Transition)

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
as a common feature of life in all cultures, empathy for people experiencing change, willingness to consider opinions and interpretations different from own, sensitivity to the customs and beliefs of cultural groups other than own				

LESSON PLAN

Lesson Five: The Causes and Effects of Cultural Change

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Major Generalization: Cultural transition occurs as a result of internal and external influences. Generalizations: Change results from one cause or a combination of causes. Change is a continuous process occurring unevenly within cultures. Concepts: agents of change, transition Related Concepts/ Terms/Facts: technology (urbanization, industrialization), contact with other cultures (westernization), beliefs/values (democratization, militarization), roles (loss of feudal privileges, etc.) Skill Objectives: Process Skills: identify and define topics, identify possible sources and location of information..., acquire	Students move into groups as assigned by the teacher and elect a group leader and group recorder. Students discuss the three questions and the issue. The group recorder reports the group's findings to the whole class.	Assign students to *new* groups of four and distribute copies of the Student Package attached to these lessons. Students will discuss the following questions: • How has Japanese culture changed over time? How has it remained the same? • What factors have influenced cultural change in Japan? • How do the Japanese people respond to cultural change? Students will also discuss the issue, "To what extent should change within a culture be encouraged?" Have the students selected for diagnostic evaluation work together, and audiotape their discussion. Use the observation/profile sheet designed for use with groups to record observations and evaluations of the students' learning and communication processes.		Notes, reading assignments, and handouts from previous lessons Cultural Transition in Japan: Student Package, attached, pages 53 to 56 Student response journals OBSERVATION/PROFILE SHEETS designed for use with groups Tape recorder Audiotape

LESSON PLAN

Lesson Five: The Causes and Effects of Cultural Change

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
information to find answers..., differentiate between main and related ideas, identify points of view..., identify relationships..., make notes, compare information..., draw conclusions..., determine values..., categorize information to develop concepts..., make generalizations..., identify and evaluate alternative answers... Communication Skills: convey thoughts, feelings, and information..., write, from a single point of view... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of change as a common feature of life in all cultures, empathy for people experiencing change, willingness to consider opinions and	Students complete the writing assignment and assist each other in editing their work. As a final activity, ask students to review the entries in their response journals and make a final entry commenting on what they have learned about Japanese culture, the factors that influence cultural change and retention, how people respond to change, etc. They could also comment on what they have learned about themselves as learners and writers.	Introduce the culminating writing assignment. Explain the purpose. The Editing Checklist may be helpful. Encourage students to discuss with one another possible ways of approaching and developing the topic. Assist individuals and groups. For each of the students selected for diagnostic evaluation, construct a profile showing how independently he or she can use the six learning and communication processes. Ask the students to create profiles for themselves based on their self and peer evaluations. Use the profiles to set goals and plan instructional activities for the next unit of work to help the students become more independent in their use of the learning and communication processes.	Use written responses for summative evaluation, as appropriate.	Individual Writing Assignment, attached, page 57 Editing Checklist, attached, page 58 DESCRIPTIVE SCALES OBSERVATION/PROFILE SHEET for each student SELF-EVALUATION PROFILE SHEETS PEER EVALUATION PROFILE SHEETS SUMMARY AND GOALS FOR IMPROVEMENT completed by each student

LESSON PLAN

Lesson Five: The Causes and Effects of Cultural Change

Theme Cultural Transition in Japan **Grade** 7 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
interpretations different from own, sensitivity to customs and beliefs of cultural groups other than own				

Student Materials

Retrieval Chart

Cultural Universals

Cultural Element	Description/Examples
Occupations	
Family Structure	
Belief System	
Government	
Technology	
Education	
Food	
Clothing	
Shelter	
Leisure Activities	

My Personal History
(A Time-line of My Life)

My Birth — Today

(The Past) — (The Present)

61

62

A Time-Line of Japanese History
(50 BC to AD 1853)

50 BC

AD 1853

Retrieval Chart

Feudal Classes

Class: _____

Cultural Element	Description	Examples
Occupations		
Role in Society		
Beliefs/Values/Religion		
Family Structure		
Education		
Food		
Clothing		
Shelter		
Leisure Activities		

Retrieval Chart

Pros and Cons of Feudal Society

Pros (Positive Effects)	Cons (Negative Effects)

Writing Assignments
Life in Feudal Japan

Samurai

1. Imagine that you are a *daimyo* of a major *han*. You are writing a letter to your young son, instructing him in the ways of the *samurai*. In particular, you want him to understand his obligations, duties, and responsibilities as a member of the *samurai* class.

2. Imagine that you are the court playwright during the shogunate of Tokogawa Ieyoshi. In honour of the shogun's birthday, you have been commissioned to write a play, a creative account of the "Incident of the Forty-Seven *Ronin*." Write the play.

Farmers (Peasants)

1. Imagine that you are a farmer in one of the major *han* of Tokogawa Japan. You have status in your village because of your age and your expertise as a farmer, and because you are highly literate. You have come up with a good idea for reclaiming and irrigating hillside land, land that you think could be brought into agricultural production. Write a letter to the *samurai* to whom you owe allegiance, explaining your ideas to him. Remember to use a tone and language that will convince the *samurai* to adopt your ideas.

2. Imagine that you are a tenant farmer in Tokogawa Japan. Write diary entries for a week of your life. Tell about your work routine, your family, your social activities. Also, tell about your relationship with the *samurai* and tax collectors. The keeping of a diary is a kind of tradition in your family. It is a family history that will be read by your children and grandchildren.

Artisans

1. Imagine that you are a master artisan at White Crane Foundry, makers of fine *samurai* swords. Create an advertisement describing your manufacturing process that you think will appeal to *samurai* warriors. Your goal is to make the *samurai* want to own one of your swords.

2. Imagine that you are a *netsuki* carver who has earned the reputation of doing high quality work. You have just been commissioned by a rich merchant to do a series of six carvings that are to be worn during ceremonial occasions. The merchant wants the carvings to illustrate some of the high points of his career. Write a proposal to the merchant describing your ideas for the six carvings.

Merchants (Townspeople)

1. Imagine that you are the son or daughter of a rich *saki* wholesaler in Edo. You think your family should branch into banking by offering loans to the *samurai*. Write a letter to your father explaining to him the benefits of becoming a banker to the *samurai* class.

2. Imagine that you are a retailer in Osaka. Keep a record of one week's transactions in your store. Record what was sold and to whom, and include a section on your own perceptions and feelings about the transactions and the people you deal with.

Editing Checklist

Content	Yes	No
• Does the content of the writing accurately represent life in feudal Japan? **(If the writing is not accurate, specify where to make changes.)**		
• Does the content of the writing give the reader a complete picture of life in feudal Japan?		
Role		
• Does the writer maintain his or her role (as samuri, farmer, artisan, or merchant) throughout the writing? **(Tell where in the writing he or she has not maintained the role.)**		
Audience		
• Does the writer keep the audience in mind throughout the writing? **(Tell the writer where the writing is inappropriate for the audience.)**		
Format		
• Are the *structure* and *organization* of the writing appropriate for the format (letter, diary, etc.)?		
• Is the *language* of the writing appropriate for the format (letter, diary, etc.)?		
• Are all words spelled correctly?		
Tense		
• Is the writing in the present tense throughout (as if the writer were living in feudal Japan)? **(Tell the writer where the verb tense shifts.)**		

Give the writing and this checklist back to the writer, who will do a revised draft to be handed in for marking. You should have done everything you could to ensure that your classmate will earn as high a mark as possible.

Writer _____ **Editor** _____

Research List

Modern Japan

In your group, research the following topics. Find as much information as you can about each item on the list. Your textbooks will not give you all the information you need. You will need to assign responsibilities to group members, and members will need to search for information in the school library and the public library.

1. The Slogan: "Honor the emperor—expel the barbarians"
2. The Five Articles Oath of 1868
3. The Abolition of Feudal Privileges
4. Conscription
5. The Iwakura Mission (1871 to 1873)
6. The Satsuma Rebellion (1877)
7. Foreign Experts
8. The Imperial Rescript on Education (1890)
9. The Meiji Constitution (1889)
10. The Sino-Japanese War (1894 to 1895)
11. The Russo-Japanese War (1904 to 1905)
12. World War I (Japanese Involvement)

A Time-Line of Japanese History
(1853 to 1918)

1853 1918

72 73

Reactions of Feudal Classes to Japanese Modernization

Event/Factor	Samurai	Farmers	Artisans	Merchants
1. The Slogan: "Honor the emperor—expel the barbarians"				
2. The Five Articles Oath of 1868				
3. The Abolition of Feudal Privileges				
4. Conscription				

(Continued)

Reactions of Feudal Classes to Japanese Modernization

Event/Factor	Samurai	Farmers	Artisans	Merchants
5. The Iwakura Mission				
6. The Satsuma Rebellion				
7. Foreign Experts				
8. The Imperial Rescript on Education				

(Continued)

Reactions of Feudal Classes to Japanese Modernization

Event/Factor	Samurai	Farmers	Artisans	Merchants
9. The Meiji Constitution				
10. The Sino-Japanese War				
11. The Russo-Japanese War				
12. World War I				

Writing Assignments
Modern Japan

Choose one of the following topics and write a composition that demonstrates your understanding of the cultural changes that were experienced by the Japanese between 1853 and 1918.

1. Imagine that you are one of the students attached to the Iwakura Mission in 1871. Keep a diary of what you learn about the West as you visit the United States and Europe. Compare what you are finding out about the West with what you know of your own country, Japan.

2. Imagine that you are a *samurai* in Japan in 1876. Your stipend has been commuted into a government bond and you have been forced to give up your paired swords, which you consider to be your badge of honor. Write a letter to the emperor Meiji telling him how you feel.

3. Imagine that you are one of the commoners in the conscript army sent out to put down the Satsuma Rebellion in 1877. Write the story of the rebellion from your point of view. Your story is to be published in the *Conscript Army Gazette*. How did you manage to beat the *samurai* from Satsuma? How did you feel about your victory?

4. Imagine that you are a modern Japanese historian writing for a scholarly journal. Choose any one of the twelve items on the Research List. Write a composition that tells why the item you have chosen helps to explain the cultural changes experienced by the Japanese before 1918.

5. Devise a topic of your own that in some way deals with the idea of cultural transition as experienced by the Japanese between 1853 and 1918. Get the approval of your teacher before you begin to write your composition.

Editing Checklist

Content	Yes	No
• Does the content of the writing accurately represent life in Japan at the time (1853 to 1918)? **(If the writing is not accurate, specify where to make changes.)**		
• Does the content of the writing give the reader a complete picture of the cultural changes being experienced in Japan?		
Role		
• Does the writer maintain his or her role throughout the writing? **(Tell the writer where in the writing he or she has not maintained the role.)**		
Audience		
• Does the writer keep the audience in mind throughout the writing? **(Tell the writer where the writing is inappropriate for the audience.)**		
Format		
• Are the *structure* and *organization* of the writing appropriate for the format (letter, diary, etc.)?		
• Is the *language* of the writing appropriate for the format (letter, diary, etc.)?		
• Are all words spelled correctly?		
Tense		
• Is the writing in the present tense throughout (as if the writer were living in Japan at the time)? **(Tell the writer where the verb tense shifts.)**		

Give the writing and this checklist back to the writer, who will do a revised draft to be handed in for marking. You should have done everything you could to ensure that your classmate will earn as high a mark as possible.

Writer _____ **Editor** _____

Cultural Transition in Japan

Student Package

Main Questions to Think About

How has Japanese culture changed over time? How has it remained the same?

What factors have influenced cultural change in Japan?

How do the Japanese people respond to cultural change?

These are just a few of the questions that you have been thinking about as you explored the history of Japan and began to understand the cultural changes that the people of Japan have experienced.

Background

The purpose of our study—Cultural Transition in Japan—has been to look at how the culture of a country (in our case, Japan) changes over time and to try to discover what causes cultural change.

We have seen that Japan managed to change from a feudal society to a fully modernized and industrialized world power in a mere 50 years—a gigantic accomplishment. Even today, the Japanese people continue to make economic and technological advances that give their country a leading position in the world's economy.

The Project—Determining the Causes and Effects of Cultural Change

Cultural Transition in Japan

You have discovered that the entry of Commodore Perry into Edo Bay in 1853 was the beginning of some big changes for the Japanese. In fact, most of the changes that happened during the period you have studied can be seen as Japan's reaction to the foreigners. Therefore, the main agent of change was an external agent—*contact with other cultures.*

This is very interesting, but it does not explain why Japan was so successful in meeting the challenge created by the foreigners. Other Asian nations that were being opened to trade were less successful.

What is it about Japanese culture and the Japanese people that allowed Japan to become the economic and industrial equal of the western nations in such a short time?

For the purpose of this study, think of your group as a quality circle in a factory in Japan. (A quality circle is a small group of workers responsible for a particular product or process in a factory.) Individual members of your group represent the factory workers. Your job is to work and accomplish the tasks that the quality circle assigns to you.

Organizing Your Quality Circle

First, your group should elect a group leader or quality circle co-ordinator. This person should be someone who is a good planner and organizer. His or her job will be to keep your quality circle on task and to lead discussion.

Next, your group will want to decide how it will tackle the various tasks that follow. You may decide to split up the tasks and work as individuals, or you may decide to work in pairs. You may even decide to handle each task as a group. The major thing to consider is the quality of the work you will produce (hence, "quality circle").

Co-ordinator's Responsibilities

1. The group leader or co-ordinator gives the teacher a list of workers, the name of your quality circle, and a list showing which tasks are being handled by which worker(s).

2. The co-ordinator organizes the quality circle and records the group's decision about which worker or pair of workers will be handling which tasks.

3. The co-ordinator encourages all workers to do their duty (*giri*) to the group and monitors their progress for the daily report to the teacher.

4. The co-ordinator ensures that all workers share all information and complete all notes and assignments.

5. The co-ordinator directs the discussion of the quality circle and ensures that all workers have an opportunity to discuss all aspects of all tasks.

Worker's Responsibilities

Workers are expected to co-operate in the gathering and sharing of information and opinions. They are expected to work as quickly as possible and to maintain a high level of quality of so that the quality circle is satisfied with its level of production.

Incentives

A maximum of 100 points can be earned for the tasks assigned to the quality circle.

A maximum of 50 points can be earned for the individual written assignment.

Quality circles and workers producing above quota can expect to earn bonus points.

Tasks

The teacher keeps a classroom graph of the progress of all competing quality circles.

Group Tasks
- Submit a list of workers (including co-ordinator) and the quality circle name to the teacher.
- As a factory, hand in a set of complete notes on the aspects of Japanese culture to be studied. This set of notes should contain all the requested definitions plus your answers to the four questions. (See page 4 of this Student Package.) All quality circle workers must also have their own copies of all notes.

Worker Tasks
- All workers are expected to do their fair share of the work for their fair share of the mark.
- Each worker will hand in one completed written assignment as outlined on page 5 of this Student Package.

Where to Begin?

Begin the project by finding information from your previous notes about Japan to help you answer the questions that follow. Your notes are a good place to begin, but you will want to find additional information from other sources. As a quality circle, split up the work, with each worker responsible for one cultural aspect or perhaps two workers acting as partners and dividing the work on two cultural aspects.

After each worker has finished his/her work, come together as a quality circle to work through the answers. Aside from researching each cultural aspect and arriving at answers to the questions below as a group, each worker must have definitions or explanations for each of the indicated terms or events.

Cultural Aspects to Consider

Your group, or quality circle, must apply the four questions that follow to each of the cultural aspects listed below:

1. Social Organization (The Class Structure, The Family)
   (**Define or describe:** *samurai*; *bushido*; the right of *kirisute*; *giri* and *on*; *eta*; the abolition of feudal privileges)

2. Government
   (**Define or describe:** *shogun*; the *sankin kotai* system; the *han* system; *daimyo*; *ronin*; abolition of the *han* in 1871; constitution; Diet; centralized government)

3. Industry, Trade, and Technology
   (**Define or describe:** Dutch learning; the Harris Treaty; the modernization of Japanese industry — shipbuilding, railways, mining, textiles; *zaibatsu*; entrepreneur)

4. Military Power
   (**Define or describe:** *jujitsu*; paired swords; Satsuma and Choshu; the Strait of Shimonoseki on June 25, 1863; Choshu mixed rifle units; conscription; the Treaty of Kanghwa, 1876; Anglo-Japanese Alliance, 1902; annexation of Korea, 1910)

Questions to Answer: (These must be completed for each cultural aspect.)

Answer these questions completely in your notes. Be sure to clearly identify which cultural aspect you are working on.

1. **Compare this cultural aspect as it existed in the late Tokogawa era before 1853 and as it existed in the Meiji era after the Russo-Japanese War (1904 to 1905). What differences are apparent?**

2. **What factors have influenced the changes you have described in this cultural aspect? Tell how these factors brought about the changes you have described.**

3. **How did the Japanese people respond to the changes in this cultural aspect? How did they feel about the changes?**

4. **In your opinion, were the changes in this cultural aspect positive or negative? Support your opinion with good reasons.**

Cultural Transition in Japan

Individual Writing Assignment

To answer the following question, use details from your study of Japanese culture and your knowledge of your own culture and the cultures of other countries.

To what extent should change in a culture be encouraged?

Editing Checklist

Content	Yes	No
• Does the writer take a definite position on the issue being discussed? **(What is the writer's position?)**		
• Does the writing contain enough effective support for the reader to accept the opinions of the writer?		
Structure		
• Has the topic been clearly stated so that the reader knows what is being discussed?		
• Are all supporting ideas arranged in logical order? **(Tell the writer any places where logic appears to fail.)**		
• Are ideas that do not support the topic avoided? **(Tell the writer which ideas, if any, do not belong.)**		
Mechanics		
• Are run-on sentences avoided?		
• Are sentence fragments avoided? (or used for effect?)		
• Are all words spelled correctly? **(Note misspelled words.)**		

Give the writing and this checklist back to the writer, who will do a revised draft to be handed in for marking. You should have done everything you could to ensure that your classmate will earn as high a mark as possible.

Writer _____ **Editor** _____

Grade 8 Social Studies, Topic C
"The Physical and Human Geography of the Amazon Basin"

This Grade 8 Social Studies unit covers many of the objectives listed under Topic C in the *Program of Studies for Junior High Schools*. However, it is not intended to cover *all* the content of Topic C. You can use it as a model to develop additional diagnostic teaching units related to Topic B.

The Questions and the Issue

In this unit, students will consider the following questions:

- What are the major physical features of Brazil? Of the Amazon Basin?
- Before the coming of the Europeans, how did the native peoples of the Amazon Basin interact with their environment?
- What was the effect of European discovery, exploitation, and colonization on the physical and human geography of the Amazon Basin?
- What is the effect of contemporary development and settlement on the human and physical geography of the Amazon Basin?

Students will also examine this issue: "What is the appropriate balance between protection and development of the Amazon rainforest?" Of Canada's forests?

Lesson Summaries

The unit has seven lessons. The term "lesson" refers to a group of related activities that will usually require more than one class period to complete. You may wish to adapt the lessons according to the needs of your students and the availability of resources. A brief summary of the lessons follows.

Lesson One: "An Introduction to Brazil" taps students' prior knowledge about Brazil and the Amazon Basin. It also encourages students to form personal goals for their study of Brazil and the Amazon.

Lesson Two: "The Physical Geography of Brazil and the Amazon Basin" introduces students to the physical and human geography of Brazil and the Amazon Basin.

Lesson Three: "The Native Peoples of the Amazon Basin" enables students to learn about how the indigenous peoples of the Amazon Basin have interacted with their environment, especially before the arrival of the Europeans.

Lesson Four: "European Exploration of the Amazon Basin" enables students to look at the impact the indigenous peoples had on the environment of the Amazon Basin and make comparisons with the impact of the Europeans. Students also examine the effects of European discovery, exploitation, and colonization on the indigenous peoples.

Lesson Five: "Contemporary Development of the Amazon Basin" helps students understand how the physical and human geography of the Amazon Basin have been affected by modern settlement, ranching and agriculture, mining, and megaprojects such as dam and highway construction.

Lesson Six: "Protection and/or Development of the Amazon Basin" encourages students to review what they have learned about changes in the physical and human geography of the Amazon Basin. Students will examine the central issue of the unit, "What is the appropriate balance between protection and development of the Amazon rainforest?"

Lesson Seven: "Bringing It All Back Home" encourages students to apply what they have learned in this unit to a simulated decision-making situation involving the development of a pulp and paper mill in an imaginary community in their own country.

GRADE 8 SOCIAL STUDIES,

TOPIC C

"THE PHYSICAL AND HUMAN GEOGRAPHY OF THE AMAZON BASIN"

Acknowledgments

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UNIT PLAN

THEME The Physical and Human Geography of the Amazon Basin

FOCUS
1. What are the major physical features of Brazil? Of the Amazon Basin?
2. Before the coming of the Europeans, how did the native peoples of the Amazon Basin interact with their environment?
3. What was the effect of European discovery, exploitation, and colonization on the human and physical geography of the Amazon Basin?

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson One: An Introduction to Brazil ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their journal writing.	1. Students answer questions on a quiz about Brazil. 2. Students record questions they have about Brazil in their response journals. 3. Students recall what they know about Brazil. 4. Students record the most interesting things they have learned about Brazil in this lesson.
✗	✗	✗	✗	✓	✓		
Lesson Two: Physical Geography ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their discussions, notes and pamphlets.	1. Students work in groups to answer questions about the physical geography of Brazil. 2. Students present and discuss answers to the questions. 3. Students work in groups to produce a pamphlet advertising Brazil's North Region.
✗	✗	✗	✗	✓	✗		

ONGOING ACTIVITIES The Amazon rain forest is often featured in newspapers, magazines, and TV shows. Start a "pin up" collection on Amazonia that can be displayed in the classroom. Students can bring materials to add to the collection and explain why the materials are relevant.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 8 **Course** Social Studies

4. What is the effect of contemporary development and settlement on the human and physical geography of the Amazon Basin?
5. What is the appropriate balance between protection and development of the Amazon rainforest? Of Canada's forests?

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔			✔			✔		Knowledge Objectives: Generalization: Modification of the physical environment can have both beneficial and detrimental effects. Concepts: human geography Related Concepts/Terms/Facts: resource development, cultural groups Skill Objectives: Process Skills: identify and define topics, identify points of view... Communication Skills: convey information and explain thoughts, feelings, and ideas... Participation Skills: converse with others... Attitude Objectives: appreciation of consequences of people's interactions with their environment, respect and tolerance for the opinions and concerns of others	Quiz: What Do You Know About Brazil?, attached, page 90 Student response journals OBSERVATION/PROFILE SHEET designed for use with individuals
✔		✔	✔	✔	✔	✔	✔	Knowledge Objectives: Generalization: The physical environment provides opportunity and at the same time imposes limitations. Related Concepts/Terms/Facts: physical geography, latitude, longitude, location, topography, population distribution, climate, the Amazon Basin Skill Objectives: Process Skills: identify possible sources and location of information..., acquire information... read and interpret maps..., make notes..., compare information..., draw conclusions..., categorize information to develop concepts... Communication Skills: convey information and explain thoughts, feelings, and ideas... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of consequences of people's interactions with their environment, respect and tolerance...	Maps and map study worksheet, attached, pages 91 to 97 Student atlases *Brazil: Land of Contrasts* by Ishie Dawood (pages 27 to 31, 35 to 40, 45 to 49) *Brazil* by Trudie BonBernard (pages 6 to 25) Globe Student response journals Pamphlet assignment, page 98 OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Audiotape

* Objectives have been drawn from the Program of Studies for Junior High Schools, pages c. 6 and c. 7

UNIT PLAN

THEME The Physical and Human Geography of the Amazon Basin

FOCUS
1. What are the major physical features of Brazil? Of the Amazon Basin?
2. Before the coming of the Europeans, how did the native peoples of the Amazon Basin interact with their environment?
3. What was the effect of European discovery, exploitation, and colonization on the human and physical geography of the Amazon Basin?

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Three: Native Peoples of the Amazon Basin ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their discussions and journal entries.	1. Students use their prior knowledge of North American native people to frame questions about the indigenous people of the Amazon Basin. 2. Students work in groups to read about Amazonian indigenous people and discuss and answer questions. 3. Students share their answers with the class. 4. Students write in their response journals in the role of a native in the Amazon Basin.
✗	✗	✗	✗	✗	✗		
Lesson Four: European Exploration of the Amazon Basin ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their discussions, retrieval charts and journal entries. Student SELF-EVALUATION and PEER EVALUATION of learning and communication processes in their discussions and written work during Lessons One to Four.	1. Students work in groups to read about European discovery of the Amazon Basin and to complete a retrieval chart. 2. Teacher directs follow-up class discussion. 3. Students complete one of the response journal assignments.
✗	✗	✗	✗	✗	✗		

ONGOING ACTIVITIES The Amazon rain forest is often featured in newspapers, magazines, and TV shows. Start a "pin up" collection on Amazonia that can be displayed in the classroom. Students can bring materials to add to the collection and explain why the materials are relevant.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 8 **Course** Social Studies

4. What is the effect of contemporary development and settlement on the human and physical geography of the Amazon Basin?
5. What is the appropriate balance between protection and development of the Amazon rainforest? Of Canada's forests?

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔		✔	✔	✔	✔	✔		Knowledge Objectives: Generalization: The physical environment provides opportunity and at the same time imposes limitations. Concepts: indigenous peoples, nomad Related Concepts/Terms/Facts: lifestyle, slash-and-burn agriculture, subsistence economy Skill Objectives: Process Skills: acquire information to find answers to questions..., differentiate between main and related ideas, identify points of view..., make notes..., compare information..., draw conclusions..., categorize information..., make generalizations... Communication Skills: convey information and explain thoughts, feelings, and ideas... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of the consequences of people's interactions with their environment, respect and tolerance..., sensitivity to the points of view of cultural groups other than own	"Historical Overview of Indigenous Peoples of Amazonia" and Discussion Questions, attached, pages 99 to 101 Student atlases *Brazil: Land of Contrasts* by Ishie Dawood (pages 65 to 66, 73 to 80) *Brazil* by Trudie BonBernard (pages 44 to 49) Student response journals OBSERVATION/PROFILE SHEET designed for use with groups and individuals Tape recorder Audiotape
✔		✔	✔	✔	✔	✔		Knowledge Objectives: Generalizations: Physical geography influences human settlement. Modification of the physical environment can have both beneficial and detrimental effects. Concepts: settlement patterns, human geography Related Concepts/Terms/Facts: exploration, settlement, expansion, population patterns, resource development Skill Objectives: Process Skills: identify and define topics, acquire information..., identify the purposes, message, and intended audience..., make notes..., compare information..., draw conclusions..., categorize information..., make generalizations... Communication Skills: convey information and explain thoughts, feelings and ideas... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of the consequences of people's interactions with their environment	"European Discovery of the Amazon," Retrieval Chart, and Response Journal Assignments, attached, pages 102 to 107 Student atlases *Brazil: Land of Contrasts* by Ishie Dawood (pages 11 to 22) *Brazil* by Trudie BonBernard (pages 50 to 69) Student response journals OBSERVATION/PROFILE SHEET designed for use with groups and individuals Tape recorder Audiotape SELF-EVALUATION PROFILE SHEET PEER EVALUATION PROFILE SHEET

* Objectives have been drawn from the Program of Studies for Junior High Schools, pages c. 6 and c. 7

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UNIT PLAN

THEME FOCUS The Physical and Human Geography of the Amazon Basin

1. What are the major physical features of Brazil? Of the Amazon Basin?
2. Before the coming of the Europeans, how did the native peoples of the Amazon Basin interact with their environment?
3. What was the effect of European discovery, exploitation, and colonization on the human and physical geography of the Amazon Basin?

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Five: Contemporary Development of the Amazon Basin ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their co-operative learning activity.	1. Students work in groups to read and discuss their journal entries. 2. Volunteers read their journal entries to the class and discuss similarities and differences in perceptions. 3. Students review what they have learned up to this point. 4. Students brainstorm a list of contemporary activities affecting the physical and human geography of the Amazon rainforest. 5. Students participate in a co-operative learning activity.
✗	✗	✗	✗	✗	✗		
Lesson Six: Protect or Develop? ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their reading and preparation of discussion questions, projects, and position paper.	1. In groups of two or three, students complete readings, discussion questions, projects, and a position paper related to the issue of protecting or developing the Amazon rainforest.
✗	✗	✗	✗	✗	✗		

ONGOING ACTIVITIES The Amazon rain forest is often featured in newspapers, magazines, and TV shows. Start a "pin up" collection on Amazonia that can be displayed in the classroom. Students can bring materials to add to the collection and explain why the materials are relevant.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 8 **Course** Social Studies

4. What is the effect of contemporary development and settlement on the human and physical geography of the Amazon Basin?
5. What is the appropriate balance between protection and development of the Amazon rainforest? Of Canada's forests?

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔		✔	✔	✔	✔	✔		Knowledge Objectives: Generalization: Modification of the physical environment can have both beneficial and detrimental effects. Concept: human geography Related Concepts/Terms/Facts: transportation, communication, population patterns, resource development, lifestyle, cultural groups Skill Objectives: Process Skills: identify and define topics, identify possible sources and location of information..., acquire information..., make notes..., compare information..., draw conclusions..., determine values underlying a position..., categorize information..., make generalizations... Communication Skills: convey information and explain thoughts, feelings and ideas... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of the consequences of people's interactions with their environment, respect and tolerance...	Student response journals "Treasure Chest or Pandora's Box?" and the Cooperative Learning Research Exercise, attached, pages 108 to 110 Student atlases *Brazil* by Trudie BonBernard (pages 94 to 107, 154 to 166) OBSERVATION/PROFILE SHEET designed for use with groups
✔	✔	✔	✔	✔	✔	✔	✔	Knowledge Objectives: Generalizations: Physical geography influences human settlement. The physical environment provides opportunity and at the same time imposes limitations. Modification of the physical environment can have both beneficial and detrimental effects. Concepts: settlement patterns, human geography Related Concepts/Terms/Facts: physical geography, exploration, settlement, expansion, transportation, communication, population patterns, resource development, lifestyle, cultural groups Skills Objectives: Process Skills: All of the process skills listed in the *Program of Studies for Junior High Schools*, page C.17, will be used by students in their study of this lesson. Communication Skills: convey information and explain thoughts, feelings and ideas..., write, from more than one point of view... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of the consequences of people's interactions with their environment, acceptance of the responsibility of the individual in the global community, respect and tolerance for the rights, needs, opinions, and concerns of others	Articles and assignments, attached, pages 111 to 133 *Brazil: Land of Contrasts* by Ishie Dawood (pages 101 to 105) *Brazil* by Trudie BonBernard (page 96 to 107, 169 to 172) OBSERVATION/PROFILE SHEET designed for use with groups Supplementary materials as appropriate (newspapers; magazines—for example, *National Geographic*, *International Wildlife*; videos—for example, David Suzuki's *The Road to the End of the Forest* © Canadian Broadcasting Corporation)

* Objectives have been drawn from the Program of Studies for Junior High Schools, pages c. 6 and c. 7

UNIT PLAN

THEME The Physical and Human Geography of the Amazon Basin
FOCUS How does the issue involving the Amazon rainforest apply to Canada's forests?

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	INTERACTING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Seven: Bringing It All Back Home ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their discussions, writing, and presentations to others. CREATION OF INDIVIDUAL STUDENT PROFILES of learning and communication processes. CONFERENCING with individual students to share profiles and set goals to help them become more independent users of the processes.	1. Students read conflicting positions and answer questions about these positions on Canada's forest development. 2. Students work in groups to carry out a simulated decision-making exercise. 3. Students present their decisions, the reasons for their decisions, and their reflections on their decisions.
✗	✗	✗	✗	✗	✗		

ON-GOING ACTIVITIES The Amazon rain forest is often featured in newspapers, magazines, and TV shows. Start a "pin up" collection on Amazonia that can be displayed in the classroom. Students can bring materials to add to the collection and explain why the materials are relevant.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 8 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔		✔	✔	✔	✔	✔		Knowledge Objectives: Generalization: Modification of the physical environment can have both beneficial and detrimental effects. Related Concepts/Terms/Facts: resource development, lifestyle Skill Objectives: Process Skills: identify and define topic, identify points of view..., compare information..., draw conclusions..., make generalizations... Communication Skills: convey information and explain thoughts, feelings and ideas... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of the consequences of people's interactions with their environment, respect and tolerance for the rights, needs, opinions, and concerns of others	"Canada's Forest Dilemma," attached, page 132 "Local Government Exercise" and supporting materials, attached, pages 133 to 139 OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Video camera Audiotape Videotape DESCRIPTIVE SCALES OBSERVATION/PROFILE SHEET designed for individuals SELF-EVALUATION PROFILE SHEETS PEER EVALUATION PROFILE SHEETS SUMMARY AND GOALS FOR IMPROVEMENT completed by each student

* Objectives have been drawn from the Program of Studies for Junior High Schools, pages c. 6 and c. 7

LESSON PLAN

Lesson One: An Introduction to Brazil

Theme The Physical and Human Geography of the Amazon Basin **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalization: Modification of the physical environment can have both beneficial and detrimental effects. Concepts: human geography Related Concepts/ Terms/Facts: resource development, cultural groups Skill Objectives: Process Skills: identify and define topics, identify points of view... Communication Skills: convey information and explain thoughts, feelings, and ideas... Participation Skills: converse with others... Attitude Objectives: appreciation of consequences of people's interactions with their environment, respect and tolerance for the opinions and concerns of others	Students answer questions on a quiz about Brazil. Students identify statements they were uncertain about and rewrite these as questions for which they want to find answers. Students make note of other questions they have about Brazil in their response journals. Through class discussion, students explore relevant background knowledge and narrate stories they have read or heard about Brazil.	Tell students that they will be responding to a quiz about Brazil to find out how much they already know about Brazil. Ask students which statements on the quiz they were uncertain about. Ask them to rewrite these statements as questions in their response journals. (For example, "The climate of the rainforest is hot and arid" could be rewritten as "Is the climate of the rainforest hot and arid?" or "What is the climate of the rainforest like?") Ask students to add other questions they have about Brazil. Lead a class discussion based on the 15 statements on the pretest. Encourage students to explore their previous knowledge about Brazil, to narrate their previous experiences (for example, from watching television shows about the Amazon), and to arrive at a consensus about the right answers.	Use a current news item or feature story about the rainforest to arouse interest. Or use a song on the topic by Bruce Cockburn or Sting. The text *Brazil* by Trudie BonBernard suggests many reasons for studying Brazil (pages 4 and 5). These could be used to motivate students.	Quiz: What Do You Know About Brazil?, attached, page 90 Student response journals

LESSON PLAN

Lesson One: An Introduction to Brazil

Theme The Physical and Human Geography of the Amazon Basin **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
		If no consensus is achieved, write the question on the chalkboard as one to be pursued during subsequent activities in this unit. Add other questions that students have recorded in their journals. Ask students to record in their journals the most interesting things they have learned about Brazil in this lesson. The journal entries of the students selected for diagnostic evaluation can be examined for evidence of the six learning and communication processes. Use the observation/profile sheet designed for individuals to record observations and evaluations of the learning and communication processes of each student.		OBSERVATION/PROFILE SHEET designed for individuals

LESSON PLAN

Lesson Two: The Physical Geography of Brazil and the Amazon Basin

Theme The Physical and Human Geography of the Amazon Basin (What are the major physical features of Brazil?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalization: The physical environment provides opportunity and at the same time imposes limitations. Related Concepts/ Terms/Facts: physical geography, latitude, longitude, location, topography, population distribution, climate, the Amazon Basin Skill Objectives: Process Skills: identify possible sources and location of information..., acquire information..., read and interpret maps..., make notes..., compare information..., draw conclusions..., categorize information to develop concepts... Communication Skills: convey information and explain thoughts, feelings, and ideas... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group...	Working in groups, students use information from the maps provided, their texts, and their atlases to discuss and answer questions on the map study worksheet and questions recorded during the previous lesson.	Tell students that they will begin their study of Brazil with a look at the whole country, almost as if seen from a satellite in orbit. They will then zoom in on the northern region of Brazil, the Amazon Basin, its physical geography, and its people. Assign students to groups of three and give each student a copy of the maps and map study worksheet attached to these lessons. Tell students that the worksheet questions are a guide only. They will discover other interesting facts about Brazil's physical geography during their study that they should include in their notes and group discussion. They should also refer to their own questions about Brazil, recorded in the first lesson. Assign a group leader and a recorder for each group. Explain the roles of each in the discussion. Emphasize the importance of everyone participating to contribute to the group's learning.	Have students begin a "Ripley's Believe-It-Or-Not" kind of anthology about the Amazon (e.g., discharges 20% of planet's fresh water; Amazon Delta water is fresh many kilometres out to sea; etc.) This is the kind of information that students could record in their response journals. The *Junior High Social Studies Teacher Resource Manual* includes many additional suggestions for teaching about the physical features of Brazil (pages 123 to 125).	Maps and map study worksheet, attached, pages 91 to 97 Student atlases *Brazil: Land of Contrasts* by Ishie Dawood (pages 27 to 31, 35 to 40, 45 to 49) *Brazil* by Trudie BonBernard (pages 6 to 25) Globe Student response journals

LESSON PLAN

Lesson Two: The Physical Geography of Brazil and the Amazon Basin

Theme The Physical and Human Geography of the Amazon Basin (What are the major physical features of Brazil?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Attitude Objectives: appreciation of the consequences of people's interactions with their environment, respect and tolerance...		You will find it easier to make diagnostic evaluations of the students you have selected to focus on if you assign these students to the same group. Use the observation/profile sheet designed for use with groups and audiotape this group's discussion. These procedures will enable you to gather data for diagnostic evaluation as you manage the class. Record observations and evaluations of the students' learning and communication processes in their discussion and notes.		OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Audiotape
	Group leaders present the group's responses to questions on the map study worksheet to the class.	Select questions from the worksheet for each group leader to present. Direct class discussion. Encourage students to elaborate upon responses, ask questions of other groups, etc. Ask individual students to share what they have discovered about other aspects of Brazil's physical geography related to their own questions.		

LESSON PLAN
Lesson Two: The Physical Geography of Brazil and the Amazon Basin

Theme The Physical and Human Geography of the Amazon Basin (What are the major physical features of Brazil?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
	Students work in groups to plan and produce a pamphlet advertising Brazil's North Region.	Assign students to the same groups of three, but assign different students to act as group leader and recorder. Tell students to imagine that they work for an advertising agency that has just been hired by *Travel Brazil* to create a pamphlet about the North that will entice international travellers to visit this region of Brazil. Their task is to create this pamphlet. The finished product is to be on 21 x 28 cm paper folded in thirds. This format provides 5 layout pages for the advertising team to use. Hand out the pamphlet assignment attached to these lessons. Use the observation/profile sheet designed for use with groups to record observations and evaluations of the selected students' learning and communication processes in their discussion and pamphlet.	Display the pamphlets in the classroom, school, and community. Use pamphlets for summative evaluation (see Raft Assignment Evaluation Form on page 126 of the *Junior High Social Studies Teacher Resource Manual*).	Pamphlet assignment, attached, page 98 OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Audiotape

LESSON PLAN

Lesson Three: The Native Peoples of the Amazon Basin

Theme The Physical and Human Geography of the Amazon Basin (Before the coming of the Europeans, how did the native peoples of the Amazon interact with their environment?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalization: The physical environment provides opportunity and at the same time imposes limitations. Concepts: indigenous peoples, nomad Related Concepts/ Terms/Facts: lifestyle, slash-and-burn agriculture, subsistence economy		Tell students they will be using their understanding of the physical geography of Brazil and the Amazon Basin to study how human beings interact with their physical environment to meet their needs. They will begin this study by examining how the indigenous peoples of Amazonia interacted with their environment before and after the coming of the Europeans.		"Historical Overview of Indigenous Peoples of Amazonia" and Discussion Questions, attached, pages 99 to 101 Student atlases *Brazil: Land of Contrasts* by Ishie Dawood (pages 65 to 66, 73 to 80) *Brazil* by Trudie BonBernard (pages 44 to 49) Student response journals
Skill Objectives: Process Skills: acquire information to find answers to questions..., differentiate between main and related ideas, identify points of view..., make notes..., compare information..., draw conclusions..., categorize information..., make generalizations...	Students use prior knowledge and feelings about the native people of North America to frame questions that will guide their study of the indigenous peoples of the Amazon Basin.	Use students' prior knowledge of the culture of North American native people to create a list of focus questions on the blackboard. (e.g., "Were the nomads of the Amazon like the Blackfoot?")		
Communication Skills: convey information and explain thoughts, feelings, and ideas... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group...	Students read the article, "Historical Overview of Indigenous Peoples of Amazonia," as well as appropriate pages from their textbook(s). Students then discuss and answer the	Assign students to groups of four to read the article "Historical Overview of Indigenous Peoples of Amazonia" and the appropriate sections of their textbook(s). Have them work	If this reading is difficult for some students, use the words in bold face as a vocabulary lesson.	

LESSON PLAN

Lesson Three: The Native Peoples of the Amazon Basin

Theme The Physical and Human Geography of the Amazon Basin (Before the coming of the Europeans, how did the native peoples of the Amazon interact with their environment?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Attitude Objectives: appreciation of consequences of people's interactions with their environment, respect and tolerance..., sensitivity to the points of view of cultural groups other than own	questions recorded earlier as well as the Discussion Questions following the article.	together to discuss and answer the questions recorded earlier on the chalkboard and the Discussion Questions following the article.		
		Have the students selected for diagnostic evaluation work together, and audiotape their discussion. Use the observation/profile sheet designed for use with groups to record observations and evaluations of the students' learning and communication processes.		OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Audiotape
	Students share their answers with the rest of the class.	Direct student discussion.		
	Students respond to this topic in their journals: Imagine that you are a native in the Amazon Basin before the arrival of the Europeans. Tell about one day in your life.	The journal entries of the students selected for diagnostic evaluation can be examined for evidence of the six learning and communication processes. Use the observation/profile sheet designed for individuals to record and evaluate the learning and communication processes of each student.		OBSERVATION/PROFILE SHEET designed for use with individuals

LESSON PLAN

Lesson Four: European Exploration of the Amazon Basin

Theme The Physical and Human Geography of the Amazon Basin (What were the effects of European discovery, exploitation, and colonization on the human and physical geography of the Amazon?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalizations: Physical geography influences human settlement. Modification of the physical environment can have both beneficial and detrimental effects. Concepts: settlement patterns, human geography Related Concepts/ Terms/Facts: exploration, settlement, expansion, population patterns, resource development Skill Objectives: Process Skills: identify and define topics, acquire information..., identify the purposes, message and intended audience..., make notes..., compare information..., draw conclusions..., categorize information..., make generalizations...		To establish the connection between this lesson and the previous one, remind students that the indigenous peoples had little impact on the physical environment of the Amazon Basin. Students will find that European discovery, exploitation, and colonization has had a profound impact on both the physical environment of Amazonia and the indigenous peoples.		"European Discovery of the Amazon," and Retrieval Chart, attached, pages 102 to 106 Student atlases *Brazil: Land of Contrasts* by Ishie Dawood (pages 11 to 22) *Brazil* by Trudie BonBernard (pages 50 to 69)
	Students work in groups to complete the Retrieval Chart.	Provide students with copies of the article "European Discovery of the Amazon" and the Retrieval Chart. Put students selected for diagnostic evaluation in one group and audiotape their discussion. Use the observation/profile sheet designed for use with groups to record observations and evaluations of their learning and communication processes in their discussion of the retrieval chart.	If this article is difficult for some students, use the words in bold face as a vocabulary lesson.	OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Audiotape

LESSON PLAN

Lesson Four: European Exploration of the Amazon Basin

Theme The Physical and Human Geography of the Amazon Basin (What were the effects of European discovery, exploitation, and colonization on the human and physical geography of the Amazon?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Communication Skills: convey information and explain thoughts, feelings, and ideas... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of the consequences of people's interactions with their environment	Students share their group's response to the Retrieval Chart and questions framed in response journals. Students complete one of the Response Journal Assignments.	Direct class discussion. Examine the journal entries of the students selected for diagnostic evaluation for evidence of the six learning and communication processes. Use the observation/profile sheet designed for individuals to record and evaluate the learning and communication processes of each student. Ask the students selected for diagnostic evaluation to review the audiotapes of their discussions and their written work to this point and complete a self-evaluation of their own learning and communication processes. If time permits, you may be able to conduct individual conferences with the students selected for diagnostic evaluation. This will enable you to share your evaluations with individual students, compare your evaluations with their self and peer	See also the information about RAFT assignments on page 26 of the Junior High Social Studies Teacher Resource Manual.	Response Journal Assignments, attached, page 107 Student response journals OBSERVATION/PROFILE SHEET designed for use with individuals

LESSON PLAN

Lesson Four: European Exploration of the Amazon Basin

Theme The Physical and Human Geography of the Amazon Basin (What were the effects of European discovery, exploitation, and colonization on the human and physical geography of the Amazon?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
		evaluations, and begin to set goals to help them develop more independence in their learning and communication processes.	Ask each student to select a classmate who will examine the same data and complete a peer evaluation of his or her learning and communication processes.	OBSERVATION/PROFILE SHEET designed for use with individuals. SELF-EVALUATION PROFILE SHEETS PEER EVALUATION PROFILE SHEETS

LESSON PLAN

Lesson Five: Contemporary Development of the Amazon Basin

Theme The Physical and Human Geography of the Amazon Basin (What are the effects of contemporary development and settlement on the human and physical geography of the Amazon?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalization: Modification of the physical environment can have both beneficial and detrimental effects. Concept: human geography Related Concepts/ Terms/Facts: transportation, communication, population patterns, resource development, lifestyle, cultural groups Skill Objectives: Process Skills: identify and define topics, identify possible sources and location of information..., acquire information..., make notes..., compare information..., draw conclusions..., determine values underlying a position..., categorize information..., make generalizations... Communication Skills: convey information and explain thoughts, feelings, and ideas...	In small groups, students read their journal entries to one another and discuss similarities and differences in their perceptions and the reasons for these. Students review what they have learned up to this point.	Place students in small groups. Ask them to read their journal entries to one another and discuss similarities and differences in their perceptions and the reasons for these. Ask volunteers to read their journal entries to the class. Ask class members to comment on the similarities and differences in perceptions and the reasons for these. Refer to questions listed on the chalkboard in Lesson One and note which ones have been answered. Ask students to recap what they have learned in the unit to date about the following: the major physical features of Brazil; the physical geography of the Amazon Basin; the way of life of the natives of Amazonia and its effects on the physical environment; the early exploration of the Amazon Basin by the Europeans; and, the effects of this exploration on the physical environment and the way of life of the native Amazonians.	Have students edit one another's journal entries in terms of the criteria on the form "Evaluation: Raft Assignment" on page 126 of the *Junior High School Social Studies Teacher Resource Manual*. Have them prepare a revised draft of the assignment for summative evaluation.	Student response journals

LESSON PLAN

Lesson Five: Contemporary Development of the Amazon Basin

Theme The Physical and Human Geography of the Amazon Basin (What are the effects of contemporary development and settlement on the human and physical geography of the Amazon?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of the consequences of people's interactions with their environment, respect and tolerance...	Students brainstorm to create a list of contemporary activities (for example, resource development, construction, settlement) that are having an effect on the physical and human geography of the Amazon rainforest. Students move into "home groups," "expert groups," and back into "home groups" as directed by the teacher. To fulfil their obligations to the group, students will *begin* by reading the article "Treasure Chest or Pandora's Box?", but they will also find it necessary to refer to their textbooks and to supplementary sources. Students complete the Co-operative Learning Research Exercise.	As a pre-reading activity, use the brainstorming strategy from page 58 of the *Junior High Social Studies Teacher Resource Manual* to explore with students possible *recent* activities in the Amazon rainforest that are affecting the physical environment and the way of life of the native people. Following the "Co-operative Learning Strategy—Jigsaw" (adapted from the work of Roger T. Johnson and David W. Johnson) from page 172 of the *Junior High Social Studies Teacher Resource Manual*, assign students to "home groups" and "expert groups." Distribute copies of "Treasure Chest or Pandora's Box?" and the Co-operative Learning Research Exercise. **As time permits, use the observation/profile sheet designed for use with groups to record observations and evaluations of the learning and communication processes of students selected for diagnostic evaluation.**	If this article is difficult for some students, use the words in bold face as a vocabulary lesson. Follow the suggestions for summative evaluation of co-operative learning on page 172 of the *Junior High Social Studies Teacher Resource Manual* and use the evaluation form on page 153.	Article "Treasure Chest or Pandora's Box?" and the Co-operative Learning Research Exercise, attached, pages 108 to 110 Student atlases *Brazil* by Trudie BonBernard (pages 94 to 107, 154 to 166) OBSERVATION/PROFILE SHEET designed for use with groups.

LESSON PLAN

Lesson Six: Protection and/or Development of the Amazon Basin

Theme The Physical and Human Geography of the Amazon Basin (What is the appropriate balance between protection and development of the Amazon rain forest?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalizations: Physical geography influences human settlement. The physical environment provides opportunity and at the same time imposes limitations. Modification of the physical environment can have both beneficial and detrimental effects. Concepts: settlement patterns, human geography Related Concepts/ Terms/Facts: physical geography, exploration, settlement, expansion, transportation, communication, population patterns, resource development, lifestyle, cultural groups Skill Objectives: Process Skills: All the process skills listed in the *Program of Studies for Junior High Schools*, page C.17, will be used by students in their study of this lesson.	By the end of Lesson Five, many of the students will be strongly pro-environment when it comes to the issue of protecting or developing the Amazon rainforest. While it is important for students to recognize the need to protect and preserve the environment, it is also important for them to understand the complexity of the issue and recognize the need for some degree of development. The selection *Life in the Favela* (pages 112 to 123 in the Student Materials attached to these lessons) should help students understand why some Brazilians felt it necessary to open the interior to development. Other selections from the Student Materials should help students understand the dangers of unrestrained development.			
	In groups of two or three, students complete the readings, discussion questions, projects, and a position paper.	Assign students to groups of two or three. Distribute articles and assignments and preview the material with the students. As time permits, use the observation/profile sheet designed for use with groups to record observations and evaluations of the learning and communication processes of students selected for diagnostic evaluation. Your teacher-librarian might help	If your school has teacher-librarian, consider asking him/her to assist you in setting objectives appropriate to the needs of your students, identifying and collecting suitable resources, and teaching library research skills.	Articles and assignments, attached, pages 111 to 131 Student atlases *Brazil: Land of Contrasts* by Ishie Dawood (pages 101 to 105) *Brazil* by Trudie BonBernard (pages 96 to 107, 169 to 172) OBSERVATION/PROFILE SHEET designed for use with groups Supplementary materials as appropriate (newspapers, magazines—for example, *National Geographic, International Wildlife*; videos—for example, David Suzuki's

LESSON PLAN

Lesson Six: Protection and/or Development of the Amazon Basin

Theme The Physical and Human Geography of the Amazon Basin (What is the appropriate balance between protection and development of the Amazon rain forest?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Communication Skills: convey information and explain thoughts, feelings and ideas..., write, from more than one point of view... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of the consequences of people's interactions with their environment, acceptance of the responsibility of the individual in the global community, respect and tolerance for the rights, needs, opinions and concerns of others		you record observations and evaluations. Use the student writing assignment to do summative evaluation, using the evaluation form on page 153 of the *Junior High Social Studies Teacher Resource Manual*.		*The Road to the End of the Forest* © Canadian Broadcasting Corporation)

LESSON PLAN

Lesson Seven: Bringing It All Back Home (Supplementary)

Theme The Physical and Human Geography of the Amazon Basin (How does the issue apply to Canada's forest?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalization: Modification of the physical environment can have both beneficial and detrimental effects. Related Concepts/ Terms/Facts: resource development, lifestyle Skill Objectives: Process Skills: identify and define topic, identify points of view..., compare information..., draw conclusions..., make generalizations... Communication Skills: convey information and explain thoughts, feelings, and ideas... Participation Skills: converse with others..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of the consequences of people's interactions with their environment, respect and tolerance	To extend what students have learned about development versus protection of natural resources, students will examine the issue in relation to Alberta's forests.			"Canada's Forest Dilemma," attached, page 132 "Local Government Exercise" and supporting materials, attached, pages 133 to 139
	Students read four speakers' positions and answer questions about their positions on Canada's forest development.	Ask students to read the four speakers' positions and answer the two questions about their positions on Canada's forest development. In discussing their answers, ask them to relate this issue to the development/protection of the Amazon rainforest.		
	Students work in groups to carry out a simulated decision-making exercise.	Assign students to groups of four or five. Preview with them the Local Government Exercise and the supporting materials for this assignment. Have the students selected for diagnostic evaluation work together, and audiotape and/or videotape their discussion. As time permits record observations and evaluations of the students' learning and communication processes using the observation/profile sheet designed for use with groups.		OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Video camera Audiotape Videotape

LESSON PLAN

Lesson Seven: Bringing It All Back Home (Supplementary)

Theme The Physical and Human Geography of the Amazon Basin (How does the issue apply to Canada's forest?) **Grade** 8 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
for the rights, needs, opinions, and concerns of others	Students present their decision, the reasons for their decision, and their reflections on their decision.	Ask students to present their decision, the reasons for their decision, and their relections on their decision. For each of the students selected for diagnostic evaluation, construct a profile showing how independently he or she can use the six learning and communication processes. Ask the students to create profiles for themselves based on their self and peer evaluations. Share the results of your diagnostic evaluations. Use the profiles to set goals and plan instructional activities for the next unit of work to help the students become more independent in their use of the learning and communication processes.		DESCRIPTIVE SCALES OBSERVATION/PROFILE SHEET designed for individuals SELF-EVALUATION PROFILE SHEETS PEER EVALUATION PROFILE SHEETS SUMMARY AND GOALS FOR IMPROVEMENT completed by each student

Student Materials

QUIZ: WHAT DO YOU KNOW ABOUT BRAZIL?

Circle T if you believe the statement is true, F if you believe it is false, and UC if you are uncertain whether the statement is true or false. Please do not guess; circle UC if you are not sure.

T F UC 1. Brazil is located on the continent of Africa.

T F UC 2. The Amazon Basin is located in Brazil.

T F UC 3. Brazil was colonized by the British.

T F UC 4. Brazil is rich in natural resources.

T F UC 5. The Amazon River is located solely in Brazil.

T F UC 6. The Amazon Basin holds 1/5 of all the fresh water in the world.

T F UC 7. Brazil is a developing country.

T F UC 8. The rainforest in Brazil constitutes about 1/3 of the remaining rainforests on earth.

T F UC 9. Of the 230 native groups known to have existed in Brazil in 1900, approximately 87 have become extinct.

T F UC 10. Rubber was a sought-after commodity in Brazil in the early 1900s.

T F UC 11. The population settlement trends of Brazil have shifted from the interior of Brazil to the coastal regions.

T F UC 12. The climate of the rainforest is hot and arid.

T F UC 13. Several hundred varieties of trees can often be found in a single area of the rainforest.

T F UC 14. The rainforests in Brazil are being depleted due to the grazing needs of cattlemen.

T F UC 15. The rainforests of Brazil must be cut down to reduce the amount of disease transmission.

LOCATION OF BRAZIL IN SOUTH AMERICA*

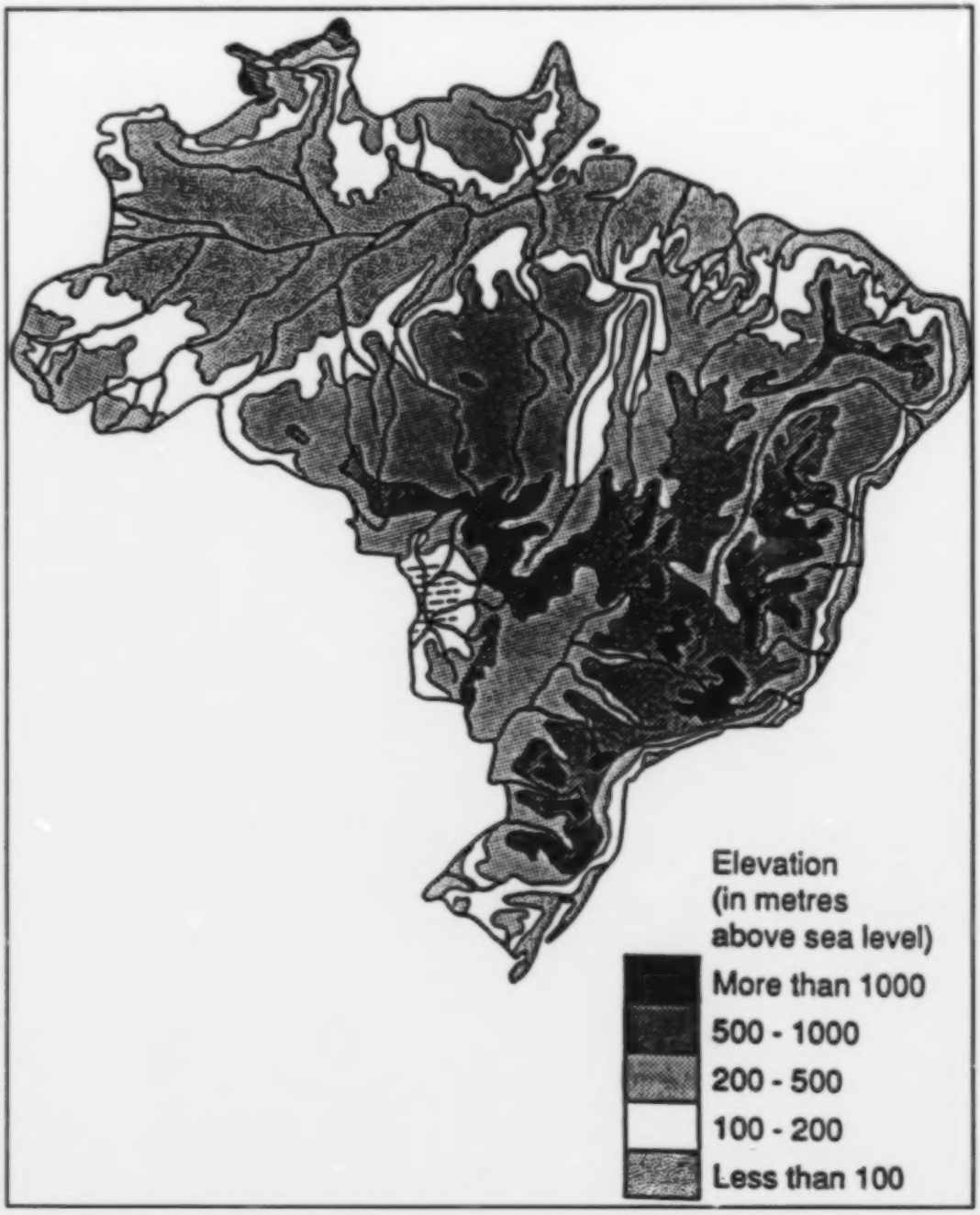
* See also *Brazil: Land of Contrasts* by Ishie Dawood, page 2, and *Brazil* by Trudie BonBernard, pages 6 and 7.

LOCATION OF AMAZONIA*

— Amazon Basin

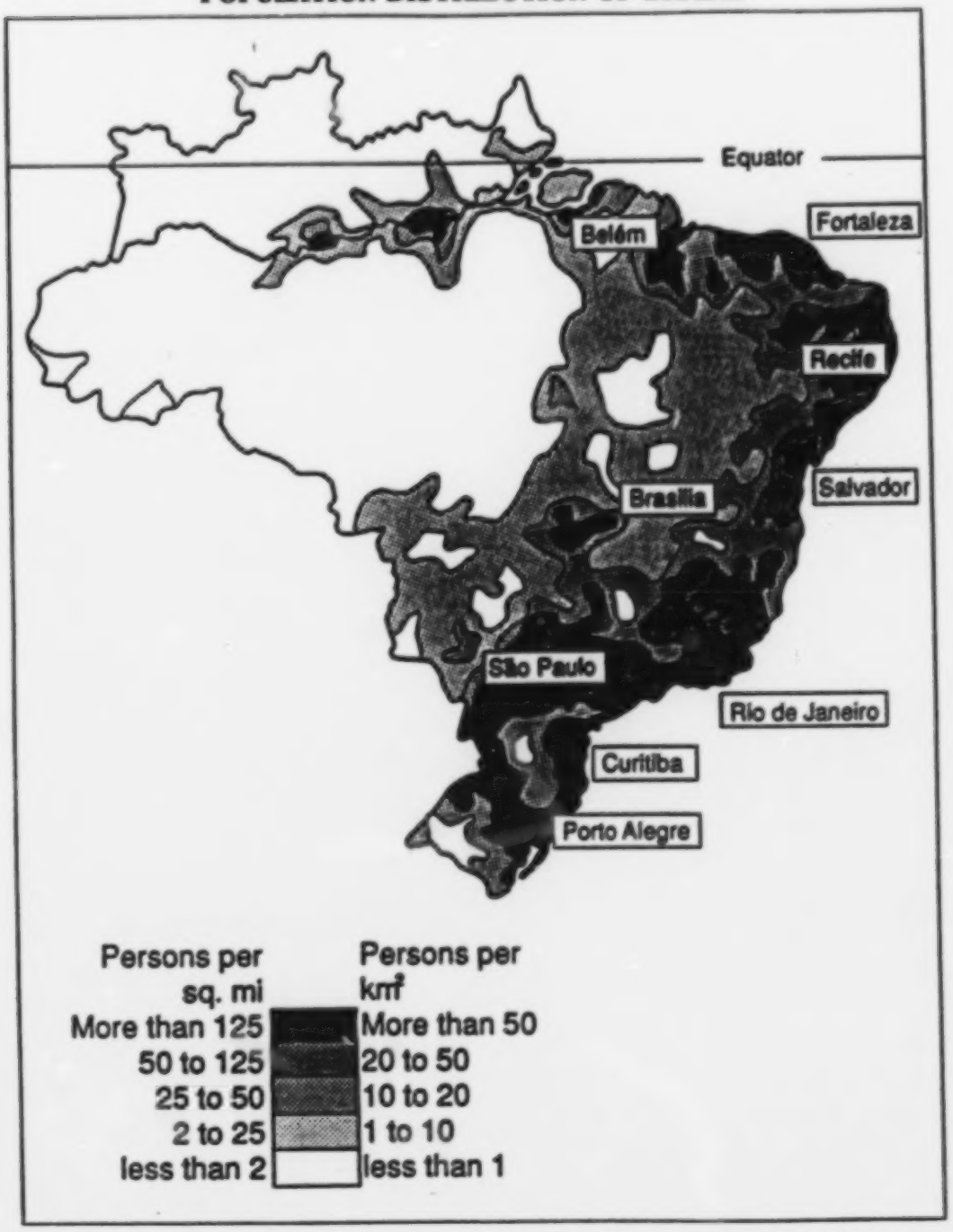
* See also *Brazil: Land of Contrasts* by Ishie Dawood, page 7, and *Brazil* by Trudie BonBernard, page 15.

PHYSICAL ELEVATIONS OF BRAZIL*



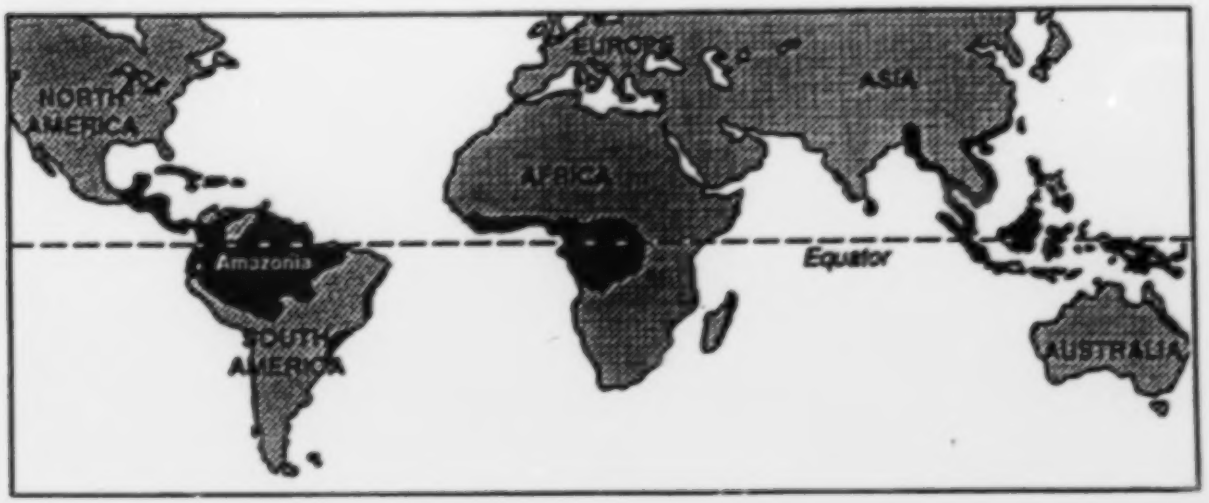
* See also *Brazil: Land of Contrasts* by Ishie Dawood, page 44, and *Brazil* by Trudie BonBernard, page 13.

POPULATION DISTRIBUTION OF BRAZIL*



* See also *Brazil: Land of Contrasts* by Ishie Dawood, page 45, and *Brazil* by Trudie BonBernard, page 136.

RAINFOREST REGIONS OF THE WORLD*



* See also *Brazil* by Trudie BonBernard, pages 148 and 149.

MAP STUDY WORKSHEET

(Use the maps on the previous pages and the maps from your textbook and atlas as sources of information.)

1. On what continent is Brazil located?_____

2. Approximately what percentage of the entire continent does Brazil cover?_____

3. What ocean touches Brazil?_____

4. What countries border Brazil?_____

5. (a) What is the capital city of Brazil?_____

   (b) How did you arrive at this answer?_____

6. (a) In what general direction does the Amazon River flow?_____

   (b) How do you know this?_____

7. What is the location of Brasilia (latitude and longitude)?_____

8. What is the approximate distance from the furthest source of the Amazon River to its mouth?_____

9. Compare the elevation of the Amazon River basin to that of Curitiba. (You will need to use the maps on pages 3 and 4.)_____

10. How much of Brazil is covered by Amazonia?_____

11. What is "population density?"_____

12. What regions have a dense population? Why do you think the majority of Brazil's population is concentrated here?_____

13. What do you think the climate of the tropical rainforest of Brazil is like? (seasons? temperature? precipitation?)_____

14. Where are the rainforests of the world located? (and why?)_____

PAMPHLET ASSIGNMENT

Your group has just been hired by *Travel Brazil* to plan and produce a pamphlet that will entice international travelers to Brazil's northern region to enjoy its physical geography. Use information about the North from your textbook and from other sources to create an attractive and effective pamphlet that will be a single letter-size page (21 x 28 cm) folded in thirds. This will provide you with 5 panels to work with.

Take time to plan your pamphlet and to consider the following elements:

Overall Effect: Try to create an overall effect in your pamphlet; for example, you could emphasize the beauty of the natural environment or the interesting culture of the people.

Questions to Consider

Does our pamphlet have a general purpose? Does it advertise the positive features of the North?

Does our pamphlet appeal to international travellers?

Layout: Bring the elements of your pamphlet (text, pictures, graphics such as charts and tables) together into an attractive whole.

Questions to Consider

Will we create each panel of the pamphlet separately, or will we combine some of them to give ourselves a larger working area?

How much text will we use? Where will we place it? What size will it be?

What graphics will we include (pictures, charts, tables)? Will we include a map?

Color: Use color to emphasize parts of your pamphlet and to make it more attractive.

Questions to Consider

How many colors will we use? What parts of the pamphlet will be in color?

HISTORICAL OVERVIEW OF INDIGENOUS PEOPLES OF AMAZONIA*

Adapted from *The Rivers Amazon* by Alex Shoumatoff

The indigenous people of the Amazon valley, like all Native Americans, have descended from Paleo-Mongoloids who migrated from the Far East during the last Ice Age, somewhere between seventy and thirty thousand years ago, crossing from Siberia to Alaska on a temporary land bridge over the frozen Bering Strait. Their features are clearly Mongoloid: high cheekbones, black eyes, **epicanthic** fold of the eyelid, and lack of beard, eyebrows, or eyelashes.

Some groups descended into the Amazon valley and learned to live in the rainforest. They began as **nomadic** hunters and gatherers, gradually **evolving** into agriculturists. As they fanned out and became isolated from each other, four major linguistic groups developed: Tupi-Guarani, Je, Karib, and Aruak. A few of the remotest tribes like the Trumai and Yanomami invented languages that have no relation to the other ones spoken in the Amazon basin or anywhere else in the world.

But the tropical culture itself was remarkably uniform. There were regional differences like the blowgun, which was used only by tribes on the upper Rio Negro and in western Amazonia; but the pattern of life, determined by the same basic **ecological** conditions, was the same everywhere: because the soil was usually exhausted within five years, the villages had to be small and mobile. Because of the difficulty of **procuring** food, population control, either by contraceptive plant or by infant murder, was generally practised. The Amazonians developed a complex **animist** belief, identifying with the spirits of the animals they hunted, and a material culture derived mainly from the roots of plants which **enveloped** them. By trial and error, the Amazonians learned the properties of the plants: certain reeds were good for arrows; certain **toxic** vines, beaten on the water, **stupefied** fish; the seeds of *Bixa orellana* smeared over the skin gave a bright red color; the resins of **infused** leaves of some trees had a **hallucinogenic** effect.

By 3000 B.C.; **manioc** was being cultivated along the upper Orinoco River, and its use spread into Amazonia, where it is the main **staple** today.

When Francisco de Orellana came down the Putumayo River and made the first European descent of the Amazon in 1541–42, he passed "many villages and large ones, which shone white." They belonged to the Omaguas, the most powerful and sophisticated tribe in Amazonia. "There was not from village to village a crossbow shot," Friar Gaspar de Carvajal, Orellana's chronicler, wrote, "and the one which was farthest [from the next] was not half a league away, and there was one settlement

* See also *Brazil: Land of Contrasts* by Ishie Dawood, pages 73 to 80, and *Brazil* by Trudie BonBernard, pages 44 to 49.

that stretched for five leagues without there intervening any space from house to house."

Estimates of the pre-Columbian population in the Amazon run as high as six million. But war, disease, and the slave trade took their **devastating toll** and by the beginning of the eighteenth century many of the villages along the main rivers were deserted. Those who were able to escape fled into the forest and up the tributaries. Some were protected by the *cachoeiras* (**cataracts**) from contact with white men until only a few years ago. Most tribes, like the Cayapo, who migrated from the savannahs near Sao Luis in the state of Maranhao into the deep jungle of southern Para, underwent cultural **devolution**, regressing to the nomadic hunting and gathering life. The bitter memory of abuse made them hostile to all ***civilizados***.

There are 80,000 to 250,000 indigenous Amazonians in Brazil today, the largest number in any Latin American country, with 20,000 to 50,000 still isolated in the Amazon. Of the 260 Amazonian tribal groups known to have existed in 1900, only 143 are left. Perhaps another 40 groups remain to be contacted. Among them are the Yanomamo, scattered in the remote forests of northernmost Brazil and southern Venezuela; they number about 15,000. Many of their *maloccas*, or communal round houses, have never been seen by white men. In western Amazonia, several villages of Amahuaca, Machiguenga, and the head-hunting Jivaros, well back from the main rivers, have yet to be contacted. In Acre State, along the Peruvian frontier, are the Mayarunas; in Amazonas, there are the Macu and several other small groups with no names (people have observed their presense from airplanes); in Rondonia, there are the Cabeca-Secas or "Dry-Heads," some of the Surui and some of the Cintas-Largas or "Wide-Belts," a **collective** name for three separate tribes who live in at least eighteen villages; in Para, there are three Cayapo and Kreen-akroare villages; and even in Mato Grosso, where all the Indians were thought to have been contacted, a new tribe has recently been found.

One of the most **persistently hostile** groups is the 500 or so Waimiri-Atroari, who live in nine villages only 240 kilometres north of Manaus.

Discussion Questions

Please read the article "Historical Overview of Indigenous Peoples of Amazonia" as well as the appropriate pages from your textbook and answer the questions below regarding the indigenous peoples of Amazonia.

1. What is the theory of the origin of the native peoples of Amazonia?

2. (a) How did the Amazon rainforest satisfy the basic economic needs of the indigenous peoples (i.e., food, clothing, shelter)? Be as specific as possible.

   (b) The natives of Amazonia were originally nomadic hunters and gatherers. They eventually learned to farm (slash-and-burn agriculture). What was a problem that faced them in cultivating the rainforest?

   (c) What were some other things that the natives learned as a result of interacting with their environment?

   (d) Before contact with Europeans, how great an impact did the indigenous people have on the physical environment of the Amazon Basin? Support your answer with specific details.

   (e) Before contact with Europeans, what was the level of the technology of the native peoples? Support your answer with specific details.

   (f) Before contact with Europeans, how many natives are estimated to have been living in the Amazon Basin?

3. (a) By the beginning of the eighteenth century, after contact with Europeans (*civilizados*), what had happened to many of the indigenous groups? How many natives were there in Amazonia at that time? How many are there today?

   (b) Until recently, there were still some natives isolated in Amazonia. However, in the last 30 years, Brazil's government has begun to open up more and more of this region to civilization. Can you predict the implications for the remaining indigenous people? Support your prediction with reasons.

EUROPEAN DISCOVERY OF THE AMAZON*

Adapted from *Amazon* by Brian Kelly and Mark London
and from *The Rivers Amazon* by Alex Shoumatoff

For perhaps 12,000 years, the land was occupied only by primitive tribes of hunter-gatherers who lived in small bands and roamed the **vast** forest, never developing a "sophisticated" culture or social structure. These tribes, which most likely migrated down from the Andes, may have numbered three or four million people when Europeans first came to the Amazon and made the lives of the natives miserable. Their number today is reduced to 212,000.

By the early 1600s, French, Dutch, English, and Portuguese had settled around the mouth of the Amazon, each group recruiting natives to fight for them. When the Portuguese finally took control of the region in 1639, the natives had been **decimated** by violence and disease. The whites, though, had no intention of colonizing, preferring to use the land for what could be **exported** to Europe (e.g., sugar cane). They reasoned that such a great, mysterious land must have many other treasures.

Almost as soon as the first Westerners spotted the river, myths of what it contained were created and the lust to conquer it was **spawned**. "The recorded history of Amazonia is that of human greed," wrote Amazon scholar Georges Landau. "Whether it was the search for precious metals and stones or natives to be enslaved or sheer territorial **aggrandizement**, Amazonia was prey to the **feuds** of distant warring kings."

The first European explorer to record seeing the river was one of Christopher Columbus' former captains, the Spaniard Vincente Yanez Pinon in February 1500. He was drawn to the mouth of the river by the observation of fresh water several miles out in the Atlantic. He named the 200-mile **estuary** the Sweet Sea, having no idea that he had found the outlet of a river. He was seeking, as were most New World explorers, El Dorado, the legendary city of gold that drove Old World marquises and lion-hearted adventurers berserk with desire. Dozens of expeditions around the edges of South America had come up empty and many explorers became convinced the magic land was somewhere in the jungle of the interior.

Yet in this desire to penetrate the jungle in search of wealth, the Europeans were not the first. At least a century earlier, kings of the advanced Inca civilization of the Peruvian Andes sent huge armies down the eastern slopes on jungle **forays** that routinely met with disaster. It was the Incas, perhaps out of spite after suffering defeat by the Spaniards, who heightened their conqueror's lust for El Dorado by telling them detailed though false stories of an empire filled with large and

* See also *Brazil: Land of Contrasts* by Ishie Dawood, pages 11 to 22, and *Brazil* by Trudie BonBernard, pages 50 to 69.

populous cities where the streets were paved with gold and the lakes bottomed with golden sand. The king of this empire was said to have servants who smeared him with oil every morning then covered him with gold dust. At night, he washed himself off in a pool that had become deeply sedimented with gold.

The Spaniards and the other Europeans swallowed the stories whole and sent platoons of soldiers into the jungle from all sides.

The one-eyed Francisco Orellana is credited with discovering the Amazon River itself. He left camp on Christmas Day in 1542 with a small squad in search of food and was promptly swept down the Napo River into the main channel of the Amazon. He was accompanied by Friar Gaspar de Carvajal, a Dominican priest who recorded the first fantastic account of travel in this jungle.

In his journal, Friar de Carvajal related numerous encounters with natives—who were **summarily dispersed** with crossbows and **blunderbuses**. The attacks became so commonplace as to be tedious. At one village, which would seem about halfway down the river, the Spaniards reported an attack by a fierce tribe commanded by female warriors. "These women were very white and tall and had their hair braided and wrapped around their heads," according to the friar, "and they were very muscular and wore skins to cover their shameful parts and with bows and arrows in their hands, they made as much war as ten men." The Spanish retreated, convinced that they had stumbled on the land of the warrior women that the Europeans called Amazons after the Greek myth.

It was not remarkable for the Europeans to have expected some kind of great, **exploitable** civilization along this giant river. They knew their classical history and knew of the societies that had flourished along the Nile, the Tigris-Euphrates, the Ganges, the Indus, and the Yellow rivers. That such an empire should not exist on the Amazon **perplexed** them. But more exasperating was the Europeans' inability to succeed at anything in the Amazon. For some reason, this land of plenty was not easily mastered, so the myths persisted and the desire to conquer the Amazon grew. As early as 1640, a crafty Jesuit named Cristobal Acuna made the case to the King of Spain that the **indolent** Portuguese should be driven out and Spain systematically should occupy the land he said was overflowing with wealth, particularly gold and silver.

The King, preoccupied elsewhere, showed little interest in the unruly Amazon. When Pedro Teixeira traveled up the river in 1639 and claimed all the land east of Ecuador for Portugal, the Spanish crown did not protest. From then on, the Amazon was considered a separate colony from the large Portuguese agricultural settlements in the south which had already been named Brazil after the brazilwood tree, source of

a **coveted** red dye. The Amazon was not politically integrated with Brazil until independence from Portugal was achieved in 1822.

The first to discover any wealth were the naturalists who began arriving in the mid-1700s and reached a flood by the mid-1800s. But what they discovered was not marketable at the time. The Frenchman Charles Marie de la Condamine found latex, the milky sap of rubber trees that had a remarkably pliant quality, but not until 100 years later did Charles Goodyear and John B. Dunlop figure out what to do with it. Condamine studied various Indian arrow poisons and quinine, soon the cure for malaria, and shipped a boatload of exotic plants back to Paris. He also did his part to **perpetuate** the Amazon myth. The otherwise-enlightened Frenchman claimed to have seen green stones—probably emeralds—that the natives said were given by the Amazon women to men who had provided them with children.

The natives to whom white men had access were easily exploited. Some of the most **sordid atrocities** on record were committed in Julio Cesar Arana's rubber empire on the Putumayo River at the turn of this century. Men were shackled in chain gangs, and, if they failed to produce a certain quota of latex, they were burned alive or strung up and quartered or had their testicles shot off for the amusement of Arana's captains. The women were herded into breeding farms. When the law finally caught up with Arana in 1914, 50,000 natives had died along the Putumayo.

The only **respite** in the ruthless **persecution** of the natives that began with the arrival of the Spanish and Portuguese and has continued almost into the present, came in the eighteenth century when the Jesuits, who wanted their souls, made an honest effort to protect them from the slave traders and other **entrepreneurs** who wanted their bodies. The natives were institutionalized in missions called Reductions, forced to wear clothes and to adapt to a **spartan** routine of work and worship. Under pressure from business interests, the King of Portugal threw the Jesuits out of the Amazon in 1769.

Even today, missionaries continue to be an important factor. The Salesians, who are Roman Catholic, are still making converts throughout the basin, along with other Catholic and Protestant groups.

More serious than the loss of identity or even life from too abrupt **acculturation** are the diseases that the white man brought. The natives had no resistance to flu, pneumonia, measles, or tuberculosis, and once they were **smitten**, they often decided that the evil was too strong to resist, and lay in their hammocks waiting for death. When a whole village was seized with an epidemic, the food gathering system broke down, and more actually died of starvation than of the disease. According to an estimate by Professor Paulo Duarte, Brazil's indigenous

population dropped from 250,000 to 80,000 between 1963 and 1968, years when many of the last remote tribes were finally contacted.

What happened to natives who were thrust directly from the Stone Age into the twentieth century is one of the great tragedies of Amazonia.

European Discovery of the Amazon — Retrieval Chart

Complete the retrieval chart by listing the groups of people who came to the Amazon, why they came, and what effects their contact had on the Indians.

Name of Group	Reason for Coming	Effects on Indians

European Discovery of the Amazon—Response Journal Assignments

Choose one of the following assignments for your response journal.

1. You are a Jesuit missionary who has come to the Amazon in the 1700s to spread Christianity. Make daily entries in your diary for a one-week period.

2. You are Francisco Orellana, a Spanish explorer, who is travelling down the Amazon River in 1542 in a wooden boat. Write a letter to your King outlining your experiences and impressions of this journey.

3. You are an elderly native Amazonian who, as a young person, witnessed the arrival of the Europeans. Write the story you would tell your grandchildren about your life before and after the arrival of the Europeans.

TREASURE CHEST OR PANDORA'S BOX?*

Is Brazil's **hinterland** a treasure chest or a Pandora's box? (In Greek mythology, each of the gods concealed, in Pandora's box, some power to bring about the ruin of man.)

The Amazon basin was little disturbed by the indigenous people who **inhabited** the rainforest for thousands of years. However, the rainforest and the natives are proving to be no match for modern technology. These people and forests are threatened by lumber companies, cattle ranchers, mining companies, and urban centres that appear to have paid little attention to the **devastation** their actions are bringing to the forest and native peoples. The **profit motive** appears to have been the driving force for these different economic interests.

Such economic pressures were evident from the time of the first European contact and continued through the 1900s. The establishment of sugar cane plantations in the 1500s; the discovery of precious metals and minerals like gold and diamonds in the 1600s and 1700s; and the creation of cotton, coffee, and tea plantations proved to be **taxing** on the natives and their rainforest environment.

The interior of the Amazon was further exploited in the 1900s as North Americans and Europeans became interested in latex (rubber). This commodity reached a price of $2.88 in 1910, which increased demands for *seringueiros* or rubber gatherers. This brought workers from northeast Brazil deep into the Amazon. Some native people became involved in this rubber industry. But the need for Brazilian rubber quickly died out into the 1930s as Malayan rubber plantations produced rubber more efficiently and at a fraction of the cost.

In the 1950s, valuable ore deposits were discovered and haphazardly mined. Tax **concessions** prompted additional economic expansion in Brazil. Industrialists, cattle ranchers, timber dealers, and the tourism industry have flourished by relying on the vast natural resources of the Amazon Basin. Today, jute factories and steel mills refine the raw materials found throughout the Amazon.

The natural wealth of the Amazon has **enticed** foreign investors like the American Daniel K. Ludwig, who has developed successful rice and timber plantations and pulp mills.

* See also *Brazil* by Trudie BonBernard, pages 94 to 107 and pages 154 to 166.

For generations, the bulk of settlement in Brazil has been along the eastern coast. Even today, only about 7% of all people in Brazil live in the interior of the Amazon Basin. Europeans may have travelled inland on the Amazon River; however, few established any settlement there.

In the early 1900s, colonization of native people's lands was started by the Brazilian government without any concern for the welfare of the numerous tribes. Raids were organized to **exterminate** them so that their lands could be obtained.

With the fast-growing population of Brazil (a rate of 3% a year), came high unemployment levels and the *favelas* or slum dwellings common in coastal cities. The government recognized a need to spread its people into the interior of Brazil. Eighty percent of all Brazilians could no longer live within 300 kilometres of the coast.

In 1956, construction on the city of Brazilia began. For four years, 30,000 workmen toiled to create a city in the shape of a bow and arrow, complete with its own artificial lake. The purpose of this city, 965 kilometres inland, was to draw people away from the coast. This government city was completed in 1960 and became the new capital of Brazil.

Since building Brazilia, the nation has **dedicated** enormous energy to opening and occupying the west. Numerous major highways and roads link the coastal regions with the interior. Forests have been ripped up to extend roads into western Amazonia.

Until recently, dense roadless jungle had forced most people to settle along the Amazon River and its numerous **tributaries**. The rivers were the transportation routes. The establishment of roads has changed this age-old settlement pattern. The government has established a colonization agency known as the National Institute of Colonization and Agrarian Reform (INCRA) to establish organized settlement farther west as a result of the numerous roads and highways. For example, INCRA maintains control of a 95-kilometre-wide strip of land on both sides of Highway BR-010 and encourages families to live in 60-family Agrovilas built every 10 kilometres along the highway. Every 40 kilometres there is an Agropolis that offers more of an urban environment.

The Polonoroeste Project served specifically to open up the Amazon Basin by building new highways and roads and by cutting down the rainforests so that the land could be converted to agricultural use. Many coastal Brazilians and natives settled in these inland regions only to find the land became **depleted** and was unable to produce after a single harvest. Thousands were forced to abandon their farms and forced to take up laboring positions. The abandoned areas were converted to ranches.

Brazil has set up a special government agency to protect the native people from the economic development and settlement that is **encroaching** on their territory. Xinger National Park was established as a reserve for the native people and natural wildlife. Here, because of a major road bisecting their land, the people of the Txukahameis tribe have decided to relocate so that they can maintain their ancestral culture and choose the degree of contact they desire with the Brazilians.

Yet, few tribes have had the luxury of a choice as to their future existence. Some tribes have been **obliterated**. Some have been forced to **assimilate** into the Brazilian mainstream culture. And some have voluntarily accepted new lifestyles.

Have the events in Brazil's past and present been good for all those involved? What does the future hold for everyone in Brazil?

CO-OPERATIVE LEARNING RESEARCH EXERCISE

1. Move into "home groups" of four students as directed by your teacher and read the article entitled "Treasure Chest or Pandora's Box?"

2. Determine the effects of the following activities on the physical environment of the Amazon Basin, including their effects on the indigenous peoples. As a group, assign each student responsibility for one of the items listed below:

   - the rubber trade (early and modern)
   - highway and dam construction
   - agriculture and ranching
   - logging and mining

3. Move into "expert groups" as directed by your teacher and research the item for which your "home group" has asked you to be responsible. You will find the information that you need in your textbook and in your school library.

4. Move back into "home groups" as directed by your teacher and share what you have learned with members of your "home group."

ASSIGNMENT

Write an article of about 500 words for a student magazine about **the effects of contemporary development on the physical and human geography of the Amazon Basin**. Ask a member of your home group to edit your article and make revisions before you hand it in to your teacher to be marked.

TO WHAT EXTENT SHOULD THE NATURAL RESOURCES OF THE AMAZON BASIN BE DEVELOPED?

BEST COPY AVAILABLE

Read the following diary entries as a group and then answer the questions that follow on page 33.

LIFE IN THE FAVELA

(from *Child of the Dark: The Diary of Carolina Maria de Jesus.* Translated by David St. Clair. Copyright 1962 by E.P. Dutton & Co. Inc. and Souvenir Press Ltd.)

May 2, 1958. I'm not lazy. There are times when I try to keep up my diary. But then I think it's not worth it and figure I'm wasting my time.

I've made a promise to myself. I want to treat people that I know with more consideration. I want to have a pleasant smile for children and the employed.

I received a summons to appear at 8 p.m. at police station number 12. I spent the day looking for paper. At night my feet pained me so I couldn't walk. It started to rain. I went to the station and took Jose Carlos with me. The summons was for him. Jose Carlos is nine years old.

May 3. I went to the market at Carlos de Campos Street looking for any old thing. I got a lot of greens. But it didn't help much, for I've got no cooking fat. The children are upset because there's nothing to eat.

May 6. In the morning I went for water. I made Joao carry it. I was happy, then I received another summons. I was inspired yesterday and my verses were so pretty, I forgot to go to the station. It was 11:00 when I remembered the invitation from the illustrious lieutenant of the 12th precinct.

My advice to would-be politicians is that people do not tolerate hunger. It's necessary to know hunger to know how to describe it.

They are putting up a circus here at Araguaia Street. The Nilo Circus Theater.

May 9. I looked for paper but I didn't like it. Then I thought: I'll pretend that I'm dreaming.

May 10. I went to the police station and talked to the lieutenant. What a pleasant man! If I had known he was going to be so pleasant, I'd have gone on the first summons. The lieutenant was interested in my boys' education. He said the favelas (slums of Sao Paulo) have an unhealthy atmosphere where the people have more chance to go wrong than to become useful to state and country. I thought: if he knows this, why doesn't he make a report and send it to the politicians? To Janio Quadros, Kubitschek (president of Brazil from 1956 to 1961), and

Dr. Adhemar de Barros? Now he tells me this, I am a poor garbage collector. I can't even solve my own problems.

Brazil needs to be led by a person who has known hunger. Hunger is also a teacher.

Who has gone hungry learns to think of the future and of the children.

May 11. Today is Mother's Day. The sky is blue and white. It seems that even nature wants to pay homage to the mothers who feel unhappy because they can't realize the desires of their children.

The sun keeps climbing. Today it's not going to rain. Today is our day.

Dona Teresinha came to visit me. She gave me 15 cruzeiros and said it was for Vera to go to the circus. But I'm going to use the money to buy bread tomorrow because I only have four cruzeiros.

Yesterday I got half a pig's head at the slaughterhouse. We ate the meat and saved the bones. Today I put the bones on to boil and into the broth I put some potatoes. My children are always hungry. When they are starving they aren't so fussy about what they eat.

Night came. The stars are hidden. The shack is filled with mosquitoes. I lit a page from a newspaper and ran it over the walls. This is the way the favela dwellers kill mosquitoes.

May 13. At dawn it was raining. Today is a nice day for me, it's the anniversary of the Abolition. The day we celebrate the freeing of the slaves. In the jails the Negroes were the scapegoats. But now the whites are more educated and don't treat us any more with contempt. May God enlighten the whites so that the Negroes may have a happier life.

It continued to rain and I only have beans and salt. The rain is strong but even so I sent the boys to school. I'm writing until the rain goes away so I can go to Senhor Manuel and sell scrap. With that money I'm going to buy rice and sausage. The rain has stopped for a while. I'm going out.

I feel so sorry for my children. When they see the things to eat that I come home with they shout:

"Viva Mama!"

Their outbursts please me. But I've lost the habit of smiling. Ten minutes later they want more food. I sent Joao to ask Dona Ida for a little pork fat. She didn't have any. I sent her a note:

"Dona Ida, I beg you to help me get a little pork fat, so I can make soup for the children. Today it's raining and I can't go looking for paper. Thank you, Carolina."

It rained and got colder. Winter had arrived and in winter people eat more. Vera asked for food, and I didn't have any. It was the same old show. I had two cruzeiros and wanted to buy a little flour to make a virado (a dish of black beans, manioc flour, pork, and eggs). I went to ask Dona Alice for a little pork. She gave me pork and rice. It was 9 at night when we ate.

And that is the way on May 13, 1958 I fought against the real slavery—hunger!

May 15. On the nights they have a party they don't let anybody sleep. The neighbors in the brick houses nearby have signed a petition to get rid of the favelados (those who live in the slums). But they won't get their way. The neighbors in the brick houses say: "The politicians protect the favelados."

Who protects us are the public and the Order of St. Vincent Church. The politicians only show up here during election campaigns. Senhor Candido Sampaio, when he was city councilman in 1953, spent his Sundays here in the favela. He was so nice. He drank our coffee, drinking right out of our cups. He made us laugh with his jokes. He played with our children. He left a good impression here and when he was candidate for state deputy, he won. But the Chamber of Deputies didn't do one thing for the favelados. He doesn't visit us any more.

I classify Sao Paulo this way: The Governor's Palace is the living room. The mayor's office is the dining room and the city is the garden. And the favela is the back yard where they throw the garbage.

The night is warm. The sky is peppered with stars. I have the crazy desire to cut a piece of the sky to make a dress. I hear some yelling and go into the street. It is Ramiro who wants to give it to Senhor Binidito. A misunderstanding. A tile fell on the electric line and turned off the lights in Ramiro's house. For this Ramiro wants to beat Senhor Binidito. Because Ramiro is strong and Binidito is weak.

Ramiro got angry because I was on Binidito's side. I tried to fix the wires. While I was trying to repair them Ramiro wanted to hit Binidito but was so drunk he couldn't even stand up. I can't describe the effects of alcohol because I don't drink. I drank once, just to try it, but the alcohol made me silly.

While I was working to repair the light, Ramiro said: "Turn on the light!" Turn on the light or I'll smash your face."

The wire wasn't long enough to connect. It needed to be mended. I'm not an expert in electrical matters. I sent for Senhor Alfredo, who is professionally an electrician. He was nervous and kept glancing at Binidito. Juana, who is the wife of Binidito, gave 50 cruzeiros to Senhor Alfredo. He took the money, didn't smile, but was pleased. I could tell by his face. In the end money always dissipates (scatters) nervousness.

May 16. I awoke upset. I wanted to stay at home but didn't have anything to eat.

I'm not going to eat because there is very little bread. I wonder if I'm the only one who leads this kind of life? What can I hope for the future? I wonder if the poor of other countries suffer like the poor of Brazil. I was so unhappy that I started to fight without reason with my boy Jose Carlos.

A truck came to the favela. The driver and his helper threw away some cans. It was canned sausage. I thought: this is what these hardhearted businessmen do. They stay waiting for the prices to go up so they can earn more. And when it rots they throw it to the buzzards and the unhappy favelados.

There wasn't any fighting. Even I found it dull. I watched the children open the cans of sausages and exclaim: "Ummm! Delicious!"

Dona Alice gave me one to try, but the can was bulging. It was rotten.

May 18. In the favela everything spreads in a minute. The news has gone around that Dona Marie Jose is dead. Various persons came to see her. The St. Vincent brother who took care of her showed up. He had come to visit her every Sunday. He is not disgusted by the favelados and treats their miseries with tenderness. There's no comparison with that so-called State Social Service.

The coffin arrived. It was purple. The color of the bitterness that encloses the hearts of the favelados.

Dona Maria was a Believer and said that the Believers before dying were already in Heaven. The burial is at 3 this afternoon. The Believers are singing a hymn. Their voices are sweet. I have the feeling that it's the angels who are singing. I don't see one drunk. Maybe out of respect for the dead, but I doubt it. I think it's because they don't have any money.

The coach arrived to deliver the lifeless body of Dona Maria Jose to her true home—the tomb. Dona Maria Jose was very good. They say that the living must forgive the dead, and that all of us have our moments of weakness. The funeral car arrived and is waiting for the hour to leave for the burial.

I'm going to stop writing. I'm going to wring the clothes I left soaking yesterday. I don't like to see burials.

May 19. I left the bed at 5 a.m. The sparrows have just begun their morning symphony. The birds must be happier than we are. Perhaps happiness and equality reigns among them. The world of the birds must be better than that of the favelados, who lie down but don't sleep because they go to bed hungry.

What our President Senhor Juscelino has in his favor is his voice. He sings like a bird and his voice is pleasant to the ears. And now the bird is living in a golden cage called Catete Palace. Be careful, little bird, that you don't lose this cage because cats when they are hungry think of birds in cages. The favelados are the cats, and they are hungry.

I broke my train of thought when I heard the voice of the baker: "Here you go! Fresh bread, and right on time for breakfast!"

How little he knows that in the favela there are only a few who have breakfast. The favelados eat only when they have something to eat. All the families who live in the favela have children. A Spanish woman lives here named Dona Maria Puerta. She bought some land and started to economize so she could build a house. When she finished construction her children were weak with pneumonia. And there are eight children.

There have been people who visited us and said: "Only pigs could live in a place like this. This is the pigsty of Sao Paulo."

I'm starting to lose my interest in life. It's beginning to revolt me and my revulsion is just.

I washed the floor because I'm expecting a visit from a future deputy and he wants me to make some speeches for him. He says he wants to know the favelas and if he is elected he's going to abolish them.

The sky was the color of indigo, and I understood that I adore my Brazil. My glance went over to the trees that are planted at the beginning of Pedro Vincente Street. The leaves moved by themselves. I thought: they are applauding my gesture of love to my country. I went on looking for paper. Vera was smiling and I thought of de Abreu, the Brazilian poet who said: "Laugh, child. Life is beautiful." Life was good in that era. Because now in this era it's necessary to say: "Cry, child. Life is bitter."

I went on so preoccupied that I didn't even notice the gardens of the city. It's the season for white flowers, the predominating color. And in the month of May the altars must be adorned with white flowers. We must thank God or Nature, who gave us the stars that adorn the sky, for the flowers that adorn the parks and the fields and the forests.

When I was going up Southern Cross Avenue I saw a woman with blue shoes and a blue handbag. Vera told me: "Look, Mama, what a beautiful woman. She is going in my car."

My daughter Vera Eunice says she is going to buy a car and will only drive beautiful people in it. The woman smiled and Vera went on: "You smell so good!"

I saw that my daughter knew how to flatter. The woman opened her bag and gave me 20 cruzeiros.

Here in the favela almost everyone has a difficult fight to live. But I am the only one who writes of what suffering is. I do this for the good of the others. Many look in the garbage for shoes to wear. But the shoes are weak and only last six days. In the old days, that is from 1950 - 1958, the favelados sang. They had parties. 1957, 1958 life was getting tougher and tougher. Now there isn't even money for them to buy pinga. The parties were shortened until they snuffed themselves out. The other day I met a policeman. He asked me: "You still live in the favela?"

"Why?"

"Because your family has left the Radio Patrol in peace."

"There's no money left over to buy booze!" I snapped.

I put Joao and Vera to bed and went looking for Jose Carlos. I telephoned the Central Police Station. The phone doesn't always resolve things. I took a street car and went there. I didn't feel cold. I felt as if my blood was 40 degrees. I spoke with the Female Police who told me that Jose Carlos was at Asdrubal Nascimento Street (juvenile court). What a relief! Only a mother could appreciate it.

I went toward Asdrubal Nascimento. I don't know how to walk at night. The glare of the lights turns me around. I have to keep asking. I like the night only to contemplate the shining stars, to read and to write. During the night it is quieter.

I arrived at Asdrubal Nascimento and the guard told me to wait. I looked at the children. Some were crying but others were furious with the interference of a law that didn't permit them to do as they pleased. Jose Carlos was crying. When he heard my voice he became happy. I could feel his contentment. He looked at me and it was the tenderest look I have ever received in my life.

At 8:30 that night I was in the favela breathing the smell of excrement mixed with the rotten earth. When I am in the city I have the impression that I am in a living room with crystal chandeliers, rugs of velvet, and

satin cushions. And when I'm in the favela I have the impression that I'm a useless object, destined to be forever in a garbage dump.

May 20. Day was breaking when I got out of bed. Vera woke up and sang and asked me to sing with her. We sang. Then Jose Carlos and Joao joined in.

The morning was damp and foggy. The sun was rising but its heat didn't chase away the cold. I stayed thinking: there are seasons when the sun dominates. There's a season for the rain. There's a season for the wind. Now is the time for the cold. Among them there are no rivalries. Each one has a time.

I opened the window and watched the women passing by with their coats discolored and worn by time. It won't be long until these coats which they got from others, and which should be in a museum, will be replaced by others. The politicians must give us things. That includes me too, because I'm also a favelado. I'm one of the discarded. I'm in the garbage dump and those in the garbage dump either burn themselves out or throw themselves into ruin.

The women that I see passing are going to church begging for bread for their children. Brother Luiz gives it to them while their husbands remain home under the blankets. Some because they can't find jobs. Others because they are sick. Others because they are drunk.

I don't bother myself about their men. If they give a ball and I don't show up, it's because I don't like to dance. I only get involved in fights when I think I can prevent a crime. I don't know what started this unfriendliness of mine. I have a hard cold look for both men and women. My smile and my soft smooth words I save for children.

There is a teen-ager named Juliao who beats his father at times. When he hits his father it is with such sadism and pleasure. He thinks he is unconquerable. He beats the old man as if he were beating a drum. The father wants him to study law. When Juliao was arrested the father went with him with his eyes filled with tears. As if he was accompanying a saint in a procession. Juliao is a rebel, but without a cause. They don't need to live in a favela; they have a home on Villa Maria hill.

Sometimes families move into the favela with children. In the beginning they are educated, friendly. Days later they use foul language, are mean and quarrelsome. They are diamonds turned to lead. They are transformed from objects that were in the living room to objects banished to the garbage dump.

For me the world instead of evolving is turning primitive. Those who don't know hunger will say: "Whoever wrote this is crazy." But who has

gone hungry can say: "Well done Carolina. The basic necessities must be within reach of everyone."

How horrible it is to see a child eat and ask: "Is there more?" The word "more" keeps ringing in the mother's head as she looks in the pot and doesn't have any more.

When a politician tells us in his speeches that he is on the side of the people, that he is only in politics in order to improve our living conditions, asking for our votes, promising to freeze prices, he is well aware that by touching on these grave problems he will win at the polls. Afterward he divorces himself from the people. He looks at them with half-closed eyes, and with a pride that hurts us.

When I arrived from the Palace that is the city, my children ran to tell me that they had found some macaroni in the garbage. As the food supply was low I cooked some of the macaroni with beans. And my son Joao said to me: "Uh, huh. You told me we weren't going to eat any more things from the garbage."

It was the first time I had failed to keep my word. I said, "I had faith in President Kubitschek."

"You had faith, and now you don't have it any more?"

"No, my son, democracy is losing its followers. In our country everything is weakening. The money is weak. Democracy is weak and the politicians are very weak. Everything that is weak dies one day."

The politicians know that I am a poetess. And that a poet will even face death when he sees his people oppressed.

May 21. I spent a horrible night. I dreamt I lived in a decent house that had a bathroom, kitchen, pantry, and even a maid's room. I was going to celebrate the birthday of my daughter Vera Eunice. I went and bought some small pots that I had wanted for a long time. Because I was able to buy. I sat at the table to eat. The tablecloth was white as a lily. I ate a steak, bread and butter, fried potatoes, and a salad. When I reached for another steak I woke up. What bitter reality! I don't live in the city. I live in the favela. In the mud on the banks of the Tiete River. And with only nine cruzeiros. I don't even have sugar, because yesterday after I went out the children ate what little I had.

Who must be a leader is he who has the ability. He who has pity and friendship for the people. Those who govern our country are those who have money, who don't know what hunger is, or pain or poverty. If the majority revolt, what can the minority do? I am on the side of the poor, who are an arm. An undernourished arm. We must free the country of

the profiteering politicians.

Yesterday I ate that macaroni from the garbage with fear of death, because in 1953 I sold scrap over there in Zinho. There was a pretty little black boy. He also went to sell scrap in Zinho. He was young and said that those who should look for paper were the old. One day I was collecting scrap when I stopped at Bom Jardim Avenue. Someone had thrown meat into the garbage, and he was picking out the pieces. He told me: "Take some, Carolina. It's still fit to eat."

He gave me some, and so as not to hurt his feelings, I accepted. I tried to convince him not to eat that meat, or the hard bread gnawed by the rats. He told me no, because it was two days since he had eaten. He made a fire and roasted the meat. His hunger was so great that he couldn't wait for the meat to cook. He heated it and ate. So as not to remember that scene, I left thinking: I'm going to pretend I wasn't there. This can't be real in a rich country like mine. I was disgusted with that Social Service that had been created to readjust the maladjusted, but took no notice of us marginal people. I sold the scrap at Zinho and returned to Sao Paulo's back yard, the favela.

The next day I found that little black boy dead. His toes were spread apart. The space must have been eight inches between them. He had blown up as if made out of rubber. His toes looked like a fan. He had no documents. He was buried like any other "Joe." Nobody tried to find out his name. The marginal people don't have names.

Once every four years the politicians change without solving the problem of hunger that has its headquarters in the favela and its branch offices in the workers' homes.

When I went to get water I saw a poor woman collapse near the pump because last night she slept without dinner. She was undernourished. The doctors that we have in politics know this.

Now I'm going to Dona Julita's house to work for her. I went looking for paper. Senhor Samuel weighed it. I got 12 cruzeriros. I went up Tiradentes Avenue looking for paper. I came to Brother Antonio Santana de Galvao Street, number 17, to work for Dona Julita. She told me not to fool with men because I might have another baby and that afterward men won't give anything to take care of the child. I smiled and thought: in relations with men, I've had some bitter experiences. Now I'm mature, reached a stage of life where my judgment has grown roots.

I found a sweet potato and a carrot in the garbage. When I got back to the favela my boys were gnawing on a piece of hard bread. I thought: for them to eat this bread, they need electric teeth.

I don't have any lard. I put meat on the fire with some tomatoes that I found at the Peixe canning factory. I put in the carrot and the sweet potato and water. As soon as it was boiling, I put in the macaroni that the boys found in the garbage. The favelados are the few who are convinced that in order to live, they must imitate the vultures. I don't see any help from the Social Service regarding the favelados. Tomorrow I'm not going to have bread. I'm going to cook a sweet potato.

May 22. Today I'm sad. I'm nervous. I don't know if I should start crying or start running until I fall unconscious. At dawn it was raining. I couldn't go out to get any money. I spent the day writing. I cooked the macaroni and I'll warm it up again for the children. I cooked the potatoes and they ate them. I have a few tin cans and a little scrap that I'm going to sell to Senhor Manuel. When Joao came home from school I sent him to sell scrap. He got 13 cruzeiros. He bought a glass of mineral water: two cruzeiros. I was furious with him. Where had he seen a favelado with such highborn tastes?

The children eat a lot of bread. They like soft bread but when they don't have it, they eat hard bread.

Hard is the bread that we eat. Hard is the bed on which we sleep. Hard is the life of the favelado.

Oh, Sao Paulo! A queen that vainly shows her skyscrapers that are her crown of gold. All dressed up in velvet and silk but with cheap stockings underneath—the favela.

The money didn't stretch far enough to buy meat, so I cooked macaroni with a carrot. I didn't have any grease, it was horrible. Vera was the only one who complained yet asked for more.

"Mama, sell me to Dona Julita, because she has delicious food."

I know there exist Brazilians here inside Sao Paulo who suffer more than I do. In June of '57 I felt rich and passed through the offices of the Social Service. I had carried a lot of scrap iron and got pains in my kidneys. So as not to see my children hungry I asked for help from the famous Social Service. It was there that I saw the tears slipping from the eyes of the poor. How painful it is to see the dramas that are played out there. The coldness in which they treat the poor. The only things they want to know about them is their name and address.

I went to the Governor's Palace. The Palace sent me to an office at Brigadeiro Luis Antonio Avenue. They in turn sent me to the Social Service at the Santa Casa charity hospital. There I talked with Dona Maria Aparecida, who listened to me, and said many things yet said nothing. I decided to go back to the Palace. I talked with Senhor

Alcides. I said to Senhor Alcides: "I came here to ask for help because I'm ill. You sent me to Brigadeiro Luis Antonio Avenue, and I went. There they sent me to the Santa Casa. And I spent all the money I have on transportation."

"Take her!"

They wouldn't let me leave. A soldier put his bayonet at my chest. I looked the soldier in the eyes and saw that he had pity on me. I told him: "I am poor. That's why I came here."

Dr. Osvaldo de Barros entered, a false philanthropist (one who does good deeds) in Sao Paulo who is masquerading as St. Vincent de Paul. He said: "Call a squad car!"

The policeman took me back to the favela and warned me that the next time I made a scene at the welfare agency I would be locked up.

Welfare agency! Welfare for whom?

May 23. I got up feeling sad this morning because it was raining. The shack is in terrible disorder. And I don't have soap to wash the dishes. I say "dishes" from force of habit. But they are really tin cans. If I had soap I would wash the clothes. I'm really not negligent. If I walk around dirty it's because I'm trapped in the life of a favelado. I've come to the conclusion that for those who aren't going to Heaven, it doesn't help to look up. It's the same with us who don't like the favela, but are obliged to live in one..... It doesn't help to look up.....

LIFE IN THE FAVELA — DISCUSSION QUESTIONS

1. Dona Carolina refers to herself as a poetess. Find examples of her writing (such as images and metaphors) that demonstrate that she is, indeed, a poet.

   Write your opinion of Dona Carolina as a person. Support what you have to say about her with reasons and examples.

2. Dona Carolina's diary brings to life many of the social problems that existed in Brazil in May 1958 (and that continue to exist today). What are the problems that Dona Carolina faces? How does she feel about these problems? What can be done about them?

3. Dona Carolina makes frequent reference to Juscelino Kubitschek (President of Brazil between 1956 and 1961). What does she think of Kubitschek? Find examples from her writing.

   Use your textbook to research Kubitschek. What were the most important accomplishments of his presidency?

4. Dona Carolina's diary helps to explain one of the reasons why many Brazilians of the late 1950s and early 1960s believed that Brazil's interior had to be developed—to provide hope for the poverty-stricken favelados.

   Use your textbook to research the expectations that Brazilians had about development of the interior. What did they believe would be the results of development?

Study the following readings as a group and then answer the questions that follow on page 40.

THE CONTEMPORARY RAINFOREST SITUATION

READING A: (from *Canada and the World*—December 1988)

Tropical rainforests are the oldest, most complex, and most threatened natural community on earth. While rainforests cover only 7% of the earth's surface, they contain 80% of its plant and animal species. The rainforests are a natural treasury of irreplaceable plants and animals, whose value has only begun to be calculated.

Many wonder drugs are made from plants found in the rainforest. Scientists are racing against time to catalogue the forest, even as it is destroyed to make way for huge cattle ranches and agricultural development. Each day, 620 square kilometres of rainforest are destroyed. This adds up to an area the size of Great Britain each year. Some experts believe that the tropical rainforests will be all but gone by the year 2020. With them will go undetermined numbers of valuable plants, perhaps a cure for cancer among them.

But there is still hope. People in many countries are learning that the plants and animals that live in the rainforests are too precious to lose. Some are trying to find ways to use the rainforest without destroying it.

READING B: "Tropical rainforests in jeopardy" by Vanora Millar (from: *The World Food Update* —October 16, 1988)

Tropical rainforests cover only 7% of the earth's surface. They are the richest source of life on earth, providing habitats for between 50% and 80% of all existing plant and animal species. Rainforests are also the traditional home of almost one billion indigenous tribal people who have used the forests since time immemorial for food and shelter.

The genetic diversity contained within the rainforest can be translated into dramatic, tangible, and life-saving benefits; 70% of all plants identified as having anti-cancer properties occur only in the rainforest. Most of the species that live in tropical forests have yet to be described or catalogued by scientists, although many of them are well known to local peoples. Of the small percentage of rainforests explored to date, products including perfumes, flavorings, resins, rattans, rubber and chocolate have been discovered.

Rainforests also play an important part in maintaining both local and global climatic conditions; they capture, store, and recycle rainfall to prevent floods, drought and soil erosion.

Yet, they are being destroyed at the rate of 11 to 15 million hectares per year. The main culprits of this destruction are: logging companies, development projects (i.e. hydroelectric dams and mining activities), cattle ranching, and the perceived need to expand agricultural lands. Once the trees are removed, however, soil fertility lasts only two to three years. New areas of land must then be cleared. Despite the biological richness that they support, tropical soils are very poor, needing constant protection from the elements and continual fertilization through decaying plant matter. Reforestation of cleared land is minimal (only one hectare is replanted for every 10 hectares cut). The land is left open to erosion, and natural reforestation is virtually impossible on the damaged soils.

Already, thousands of indigenous people have been left homeless as their land is requisitioned.

> One species per DAY becomes extinct at the current rate of deforestation. If it continues, by 1990, one species per HOUR will become extinct and by 2050, one-third of ALL LIFE FORMS on earth will be extinct.

The tropical rainforest supports the sky.
Cut down the trees and disaster follows.

—South American tribal legend

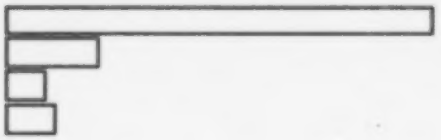
READING C: "World without Rainforests?" (from *Ranger Rick* — January 1988)

What would happen if all the world's tropical rain forests were destroyed? Millions of plants and animals would become extinct. But some scientists think even more harm could done. If we lose the forests, climates all over the world could change. Rich croplands could turn to deserts. And polar ice caps could start to melt, raising the level of the oceans and flooding cities along the coasts.

No one can be sure that such disasters would happen. But wouldn't it be better not to find out the hard way?

READING D: (from "What We Must Do to Save Wildlife," *International WildLife*, May–June 1986)

A recent poll taken among scientists asked, "Which environment will be most altered by the year 2000?" The graph below shows their responses.



74% Tropical Forests
14% Wetlands
5% Islands
7% Mountains, Reefs, Grasslands and Others

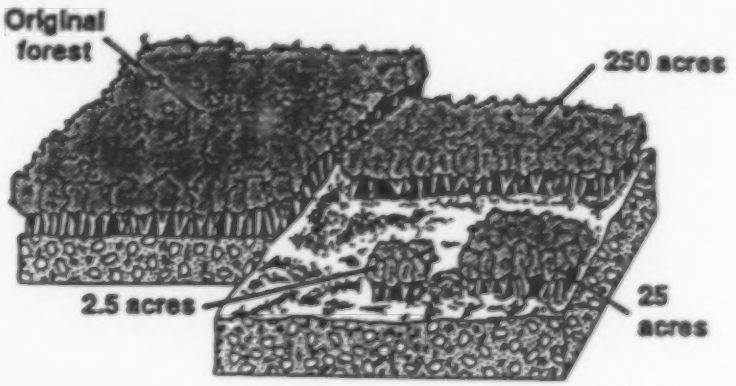
FIGURE 1: Ecosystems Besieged—Beleaguered Forests
(Which environment will be most altered by the year 2000?)

Tropical forests provide a habitat for an estimated 50% of the world's plant and animal species. About 40% of these jungles have been cleared, and the rest are disappearing fast.

READING E: (from "Lessons from a Ravaged Jungle," *International Wildlife*, September–October 1986)

How Species Fare in Forest "Islands"

When scientists carved 2.5-, 25- and 250-acre "islands" of jungle (below) out of the rain forest, the effect on the creatures that lived there was swift. Jaguars, agoutis, peccaries and most other mammals quickly left even the 250-acre preserves. Within two years, trees were dying much faster than before and bird and bee populations had dramatically declined. Only butterflies showed an increase in species number, the result of an influx of light-loving varieties. The researchers are now beginning to collect data on a 2,500-acre "island."



	Original forest	250 acres	25 acres	2.5 acres
TREES: Mortality Increases				
	normal mortality	no data	73% greater than normal	73% greater than normal
PRIMATES: Number of Groups Decline (after one year)				
black & white saki	2	1	0	0
golden-handed tamarin	4	3	1	0
red howler monkey	5	5	2	0
OTHER MAMMALS: Abundance Decreases (after two years)				
acouchi	very abundant	no data	rare	absent
nine-banded armadillo	very abundant	no data	rare	absent
collared peccary	abundant	no data	absent	absent
paca	abundant	no data	absent	absent
BIRDS: Number Captured Declines (captures per 100 hours, after 1.5 years)				
	25	no data	18	11
BUTTERFLIES: Species Sampled Increase (captures per day, after two years)				
	40	no data	80	no data
BEES: Number Captured Drops (sampled per hour, after one year)				
	56	29	13	7

READING F: (from "Razing the rainforest", Canada and the World Magazine, May 1989)

Razing the rainforest

Destruction of the Amazon rainforest also threatens the existence of many native Indian tribes.

Tropical rainforests are often called "the lungs of the Earth." They breathe in carbon dioxide and breathe out oxygen. By absorbing carbon dioxide they help prevent too much from rising into the atmosphere where it traps the sun's heat and creates changes in global climate. Rainforests are also home to thousands of plant and animal species found nowhere else on Earth. Scientists have used these life forms in dozens of ways to make improved foods, new pesticides, and more effective medicines.

Rainforests cover seven percent of the world's land surface, and the jungles of Brazil's Amazon Basin make up one third of that total. Development is eroding the world's vital rainforests everywhere, but nowhere faster than in Brazil. Every year now, an area the size of Belgium is being slashed and burned to make room for farmers, ranchers, miners, hydrodams, military bases, and industries. The government allows, and usually encourages, the destruction because of population growth, huge international debt, and dire poverty at home.

Yet, the benefits are only short lived. Rainforest soil is fragile and cultivation leaches out the nutrients in two or three years. Then, the farmer has to destroy more trees if he is

So far, the battle to save the rainforests is all uphill

to survive. The exposed earth is no better than grazing land, and ranchers are quickly forced to raze more forest to feed their herds. As the forests die, so do species at the rate of one per day.

A 2,450-kilometre road has eaten up another huge swathe of jungle. The world's largest iron ore mine with 20 iron smelters, which will burn wood, is being developed in the Amazon. If the World Bank approves a $500-million loan, two hydroelectric dams will wipe out an expanse of rainforest the size of Great Britain and displace up to 500,000 people, including many native Indians.

Foreign environmentalists and a few local ones are fighting to halt or slow the devastation. Last December, Brazilian union leader Francisco (Chico) Mendes was murdered, allegedly by ranchers, because of his struggle to stop the destruction of the forests. In February, a conference organized by Brazilian Indians to save the jungle swelled into a giant international rally. Notables such as Canada's Dr. David Suzuki and Gordon Lightfoot attended.

Scientists are suggesting different crops to slow the slash-and-burn cycle. A single plot could sustain crops such as coffee, cacao, black pepper, and Brazil nuts for years.

Yet so far, the battle to save the rainforests is all uphill. Brazil's president Jose Sarney is telling foreign nations to "butt out." He has rejected a possible write-off of some of Brazil's debt in exchange for the forest's preservation. His stand was backed in March by seven other Amazon countries. All were united against any foreign meddling in their ecological policies.

In April, the Brazilian government announced its own ecology package for the Amazon. Many believe it is only for show and that the trees will keep on falling.

Back Brazil

QUITO (Reuter) — Seven Amazon countries united behind Brazil yesterday to denounce foreign pressure to save rainforests, saying they will not take orders from abroad on their ecological policies.

Officials from the eight countries of the Amazon Pact, including six foreign ministers, said any pressure on Brazil to protect the Amazon will be answered by all of them.

Brazil has come under fire around the world because of destruction of its share of the Amazon rainforest, the world's largest, by settlers and loggers.

"Pressure exerted on any one member forces all of us to act jointly and in sympathy (with the country under pressure)," Ecuadoran Foreign Minister Diego Cordovez, president of the conference, told a news conference.

The conference appeared to give Brazil a welcome morale boost in its efforts to deflect criticism over its record on protecting the environment.

Peruvian Foreign Minister Guillermo Larco Cox said Amazon countries will respect the vast region's ecology but not accept "impositions from people who try to boss us around."

The Contemparary Rainforest Situation—Discussion Questions

1. What groups are expressing concern over the destruction of the Amazon rainforest?
2. Which groups are exploiting the Amazon basin? Why?
3. What are some ill effects that will result from the felling of trees in the Amazon basin?
4. Give an example of a cure for disease or potential cure that has had its origins in the Amazon basin.
5. How has Brazil reacted to international concern over the destruction of the Amazon rainforest? Why has Brazil reacted in this way?

Group Projects

1. Create a poster or cartoon, from a position as a concerned citizen, showing the detrimental results of the destruction of the rainforest.
2. Create a poster or cartoon, from a position as a government official, showing why the destruction of the rainforest is beneficial.
3. Put yourself in the position of any person affected by development in Brazil (e.g., rancher, native, *Favalado*, environmentalist, etc.). Express your feelings in the form of a short story, series of journal entries, dramatic scene, or poem.

RESOLVING THE ISSUE

Based on your acquired understanding of Amazonia, write a position paper on the following issue:

What is the most appropriate balance between protection of the Amazon rainforest and its development?

Editing Checklist

	Yes	No
Content		
• Does the writer take a definite position about the extent to which the Amazon rainforest should be developed?		
• Does the writer support his or her position effectively with details and convincing arguments? **(Tell the writer where you, as editor, think the support is particularly effective and where you think more support is required.)**		
Structure		
• Are the supporting statements logically organized?		
• Are supporting statements in logical order? **(Tell the writer where logic appears to fail.)**		
• Does the writer avoid mentioning ideas that are not relevant to his or her position? **(Tell the writer which ideas, if any, do not belong.)**		
Mechanics		
• Are there run-on sentences?		
• Are there inappropriate sentence fragments? (Some may be used for effect.)		
• Are all words spelled correctly?		
• Is all punctuation used correctly?		

Give the writing and this checklist back to the writer, who will do a revised draft to be handed in for marking. You should have done everything you could to ensure that your classmate will earn as high a mark as possible.

Writer _____ **Editor** _____

CANADA'S FOREST DILEMMA

Should we develop our forests or protect them?

Speaker I: Waste, mismanagement, and the shortsighted attitudes of government and the forest industry are contributing to the rapid disappearance of Canada's most vital natural resource. [*Maclean's*, Jan. 14, 1985]

Speaker II: The forest is the major contributor to Canada's $15 billion trade surplus and one of the major employers of Canadians. Roughly 300,000 people work as loggers, sawmill workers, and in pulp and paper operations; another 700,000 jobs are indirectly dependent on the forestry industry. [*Maclean's*, Jan. 14, 1985]

Speaker III: This generation is witnessing the death of the Canadian forests. We have gutted the forests across the nation, while governments have only paid lip service to the need for forest management. [*Maclean's*, Jan. 14, 1985]

Speaker IV: In 1983, forestry accounted for an $11.7 billion foreign trade surplus, twice as large as the revenue produced by agriculture and exceeding the combined revenue from mining, coal, petroleum, and natural gas operations. [*Maclean's*, Jan. 14, 1985]

DISCUSSION QUESTIONS

1. Which speakers believe that Canada's forests should be protected? Why do they believe this?

_____

_____

_____

_____

2. Which speakers believe that Canada's forests should be developed? Why do they believe this?

_____

_____

_____

_____

LOCAL GOVERNMENT EXERCISE — Pulp Mill Dilemma

Question: To lease or not to lease?

Who Are You?

A member of Altaville Town Council

Where Are You?

Town Council Chambers

Why Are You Here?

To resolve an issue concerning the lease of property to National Woodstuff Inc. for the development of a pulp mill near the Rambling River.

What Do You Do?

1. Form groups of four or five persons. Each group plays the role of the Altaville Town Council.

2. Select a mayor and a recorder.

3. You are to answer the question: "Should the town of Altaville lease 1,000 square kilometres of land bordering on Rambling River to National Woodstuff Inc. for the development of a pulp mill?"

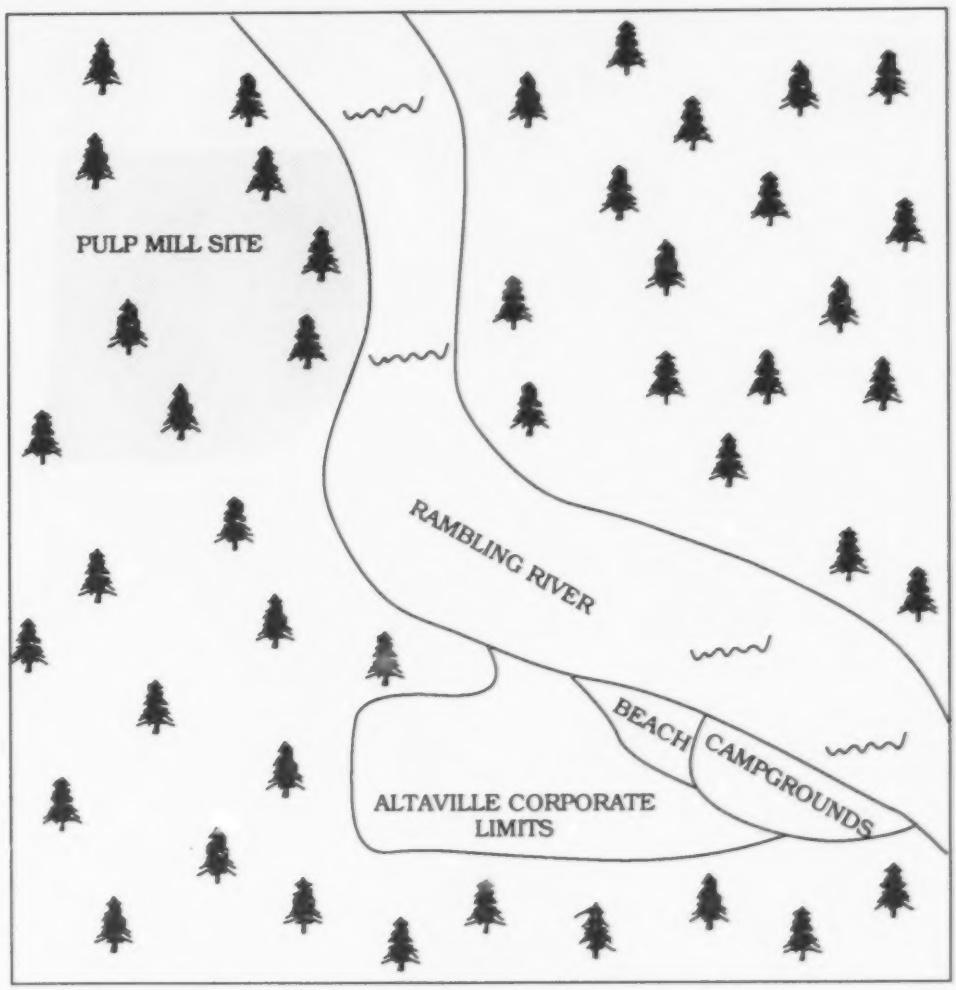
4. You may not delay the decision as reporters are eagerly waiting to hear the outcome. You must announce your decision at a press conference.

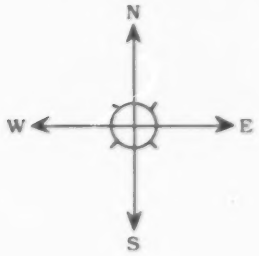
5. Read and study the following:
   - map of Altaville and area (page 44)
   - letter from Mrs. Lynn Wood, President of National Woodstuff Inc. (page 45)
   - memo from Mr. R. Towne, President of Altaville Chamber of Commerce (page 46)
   - letter from Ms. Natura List, Altaville Environment Protection Society (page 47)
   - letter from Mr. B. Fit, Director of Altaville Health Board (page 48)

6. Discuss the advantages and disadvantages of leasing the 1,000 square kilometers to National Woodstuff Inc. for the proposed pulp mill.

7. Come to a consensus and list the reasons for your group's decision.

8. Discuss and answer the questions on page 49.





ALTAVILLE and AREA

Legend

trees

proposed pulp mill site

NATIONAL WOODSTUFF INC.
123 Beaver Street
Vernon, B.C.

Altaville Town Council
654 - 32 Street
Altaville, Alberta

To Whom It May Concern:

I am replying to your letter requesting some clarification of our recent offer to lease land bordering on the Rambling River. We are planning to develop a pulp mill and harvest the softwood trees on this parcel of land.

The offer of $8 million is for lease of the 1,000 square kilometre parcel that was specified in the original offer. We could not possibly accept a different 1,000 square kilometre plot since the pulpmill we intend to construct requires a stable and constant water source. This would be amply provided by the river.

Of course the proximity of the town and feasibility of expansion to provide housing for the expected 200 mill workers for the plant are also very desirable features. Our policy is to hire personnel locally, whenever possible, but I anticipate the need to import at least part of the necessary labor force for the plant.

I sincerely hope that this clarifies our position. I look forward to hearing from you soon regarding our offer.

Yours truly,

Mrs. Lynn Wood
President

MEMORANDUM

TO: Seemore Sides
Altaville Mayor

FROM: Payme Bucks
President of Altaville Chamber of Commerce

RE: PROJECTED REVENUE FROM PROPOSED PULP MILL

An examination of the plans submitted by National Woodstuff Inc. shows the following possible revenue figures:

a)	Lease Price	$ 8,000,000
b)	Approximately 200 additional jobs Annual town revenue estimated at $2,000 per local job held (taxes, fees, miscellaneous)	$ 400,000
c)	Direct taxation of pulp company	$ 900,000
	TOTAL	$ 9,300,000

It would appear that the first year's revenue could be in excess of $9 million. This would be more than adequate to meet the needs of our town. In addition, the lease price itself could provide the council with necessary capital for expenditures discussed at previous council meetings.

Mr. R. Towne
President of Altaville Chamber of Commerce

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Dear Mayor Sides:

We, the Altaville Environment Protection Society, have recently heard that a large pulp company wishes to lease 1,000 square kilometres of forest adjacent to the Rambling River just outside Altaville.

We believe this development would be detrimental to our community. The odor would be offensive to residents as the pulp mill would be located northwest of Altaville.

We are also fearful that the discharge from the pulp mill into the Rambling River will increase the level of acidity and pollute the town's drinking water. The pollutant will also affect the fish and plant life in the river.

This river has been extensively used for recreation. We believe that this will be hindered by having a pulp mill upstream.

We very much oppose the approval of this pulp development project. We feel it would be a misuse of our natural resources.

Sincerely yours,

Ms. Natura List
Altaville Environment Protection Society

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Dear Mayor Sides:

We have just heard that the town council is considering the lease of a 1,000 square kilometre forest parcel to a company planning to build a pulp mill near Altaville, along the Rambling River.

We are deeply concerned that allowing this pulp project to establish itself in our vicinity will be hazardous to the health of the residents of Altaville and its surrounding area.

Dioxins have been called the most toxic chemicals known to humanity and have proved to be acutely toxic and carcinogenic (cancer-causing) in lab tests on guinea pigs. It has been proved that humans accidently exposed to dioxins have shown side effects such as nasty skin rashes known as chloracne. We have been alerted to the fact that these chemicals have been suspected in countless human health problems including birth defects.

As well, the odor itself from such a plant can be an irritant to asthmatics and people with respiratory ailments.

We strongly feel that such a project should not be located near any populated area such as Altaville.

Sincerely yours,

Mr. B. Fit
Director of Altaville Health Board

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REFLECTING ON YOUR DECISION

1. Do you feel the decision you made was a good one? Why or why not?

2. How did you arrive at the decision?

3. Was this a fair way of coming to a decision? Why or why not?

4. What might be a better way of resolving the issue?

5. Did you enjoy this exercise? Why or why not?

Credits

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Brian Kelly, Mark London. From *Amazon* (Orlando, Florida: Harcourt Brace Jovanovich, Inc.). Reprinted by permission of Harcourt Brace Jovanovich, Inc.

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Vanora Millar, Friends of the Earth. From *The World Food Update*, Vol. 1 No. 3, October 1988.

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Grade 9 Social Studies, Topic B
"Soviet Leadership and Economic Growth"

This Grade 9 Social Studies unit covers many of the objectives listed under Topic B in the *Program of Studies for Junior High Schools*. However, it is not intended to cover *all* the content of Topic B. You can use it as a model to develop additional diagnostic teaching units related to Topic C (for example, the influence of geography upon economic growth in the former Soviet Union).

Before they begin their study of "Soviet Leadership and Economic Growth," students should know:

a) the effects of geography and history on economic growth in the former Soviet Union

b) government structure and Communist Party structure in the Soviet Union before the Gorbachev era

c) how to use journals to explore and record what they are learning

The Questions and the Issue

To focus their learning in this unit, students will consider the following questions:

- How did a centrally planned economy influence economic growth in the former Soviet Union?
- How has the quality of life been shaped by economic growth in the former Soviet Union?
- What effects have changes in Soviet leadership had on economic decision-making in the former Soviet Union?
- What effects have recent economic and political reforms in the former Soviet Union had on the lives of people living there?

Students will also address the issue: "To what extent should the government control the economy of a country?"

Lesson Summaries

The unit has five lessons. The term "lesson" refers to a group of related activities that will usually require more than one class period to complete. You may wish to adapt the lessons to the needs of your students and the availability of resources. A brief summary of the lessons follows.

Lesson One: "Economic Systems" reviews the basic economic systems that students learned about in Topic A, Economic Growth: U.S.A. This lesson will reinforce students' understanding of how different countries organize their economies to meet the basic economic problem of scarcity.

Lesson Two: "Karl Marx and Marxism" introduces students to the ideology of Marxism.

Lesson Three: "Socialism and the Centrally Planned Economy" helps students understand the concept of socialism and the difference between Marxist-Leninist socialism and democratic socialism; how central planning controlled the economy of the former Soviet Union; and that elements of central planning are part of all economic systems.

Lesson Four: "The Social Studies Factory" involves students in a simulation of the economic organization of the USSR before the Gorbachev era. Students will examine the effects of changes in leadership on economic growth in the former Soviet Union.

Lesson Five: "Economic Reforms of Gorbachev and Yeltsin" helps students identify important events related to the introduction of a modified market economy.

Lesson Six: "Economic and Political Reforms Influence Quality of Life" involves students in an examination of the effects that recent reforms in the former Soviet Union have had on the lives of people living there

Lesson Seven: "Breaking Apart of the Republics" helps students understand citizens' opposing viewpoints regarding independence for the republics.

GRADE 9 SOCIAL STUDIES

TOPIC B

"SOVIET LEADERSHIP AND ECONOMIC GROWTH"

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Acknowledgments

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UNIT PLAN

THEME Soviet Leadership and Economic Growth

FOCUS 1. Economic Systems
2. Karl Marx and Marxism
3. Socialism and the Centrally Planned Economy
4. Soviet Leadership and Economic Growth

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson One: Economic Systems ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their reading, note-taking, discussion and answers to questions.	1. Students list their own wants and their resources, identify the basic economic problem of scarcity, and consider solutions to this problem. 2. Students read and make notes on relevant sections of their textbook, using a method that will best enable them to summarize and remember the information. 3. In pairs, students discuss and answer questions from their textbook. 4. Students share their note-taking methods and answers to questions.
✗	✓	✗	✓	✓	✓		

ONGOING ACTIVITIES The Soviet Union and eastern Europe are in the news almost daily. Begin a "pin-up" collection of news items and feature stories that examine the conflict in the Soviet Union and eastern Europe, between forces of reaction and forces of liberalization, and between command and market forces.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 9 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔	✔		✔	✔	✔	✔		Knowledge Objectives: Generalization: In a centrally planned economy, land, labor, and capital are controlled by the government. Concept: centrally planned economy Related Concepts/Terms/Facts: scarcity, factors of production, role of government, role of consumers, role of labor, centralization, beliefs/values Skill Objectives: Process Skills: identify and define topics, acquire information..., make notes..., draw conclusions..., determine values..., make generalizations... Communication Skills: convey information, explain thoughts, feelings and ideas... Participation Skills: develop increased facility in communicating... Attitude Objectives: appreciation of the ways in which different economic systems meet the needs of the people, willingness to consider opinions and interpretations different from own	Student response journals *The Soviet Union* —Phyllis Arnold (pages 150 to 155) OBSERVATION/PROFILE SHEETS designed for use with groups Tape recorder Audiotape

* Objectives have been drawn from the *Program of Studies for Junior High Schools*, pages c. 6 and c. 7

UNIT PLAN

THEME Soviet Leadership and Economic Growth

FOCUS 1. Economic Systems
2. Karl Marx and Marxism
3. Socialism and the Centrally Planned Economy
4. Soviet Leadership and Economic Growth

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Two: Karl Marx and Marxism ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their reading, response journal writing, small group discussions, and answers to questions.	1. Students brainstorm words and phrases expressing what "Marxism" means to them and develop a tentative generalization about the concept. 2. Students read relevant section of their textbook and in their journals note information about Marxism and questions that they have about the information they encounter. 3. Students help each other answer questions recorded in their journals and those provided by the teacher. 4. Group recorders share answers to questions and present unanswered questions for consideration. 5. Students help to construct a mind map for Marxism.
✗	✗	✗	✗	✗	✗		

ONGOING ACTIVITIES The Soviet Union and eastern Europe are in the news almost daily. Begin a "pin-up" collection of news items and feature stories that examine the conflict in the Soviet Union and eastern Europe, between forces of reaction and forces of liberalization, and between command and market forces.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 9 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔		✔	✔	✔	✔	✔		Knowledge Objectives: Generalization: Marxism is an ideology that proposes collective control of the economy. Concept: Marxism Related Concepts/Terms/Facts: Karl Marx, Friedrich Engels, *The Communist Manifesto*, proletarian, capitalist (bourgeoisie) Skill Objectives: Process Skills: acquire information..., differentiate between main and related ideas, make notes..., draw conclusions..., make generalizations... Communication Skills: convey information, explain thoughts, feelings and ideas... Participation Skills: develop increased facility in communicating..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of the worth of individual initiative and group effort in achieving goals, willingness to consider opinions and interpretations different from own	*The Soviet Union* —Phyllis Arnold, (pages 156 and 157) Student response journals Karl Marx and Marxism, Discussion Questions, attached, page 184 OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Audiotape

* Objectives have been drawn from the *Program of Studies for Junior High Schools*, pages c. 6 and c. 7

UNIT PLAN

THEME FOCUS Soviet Leadership and Economic Growth

1. Economic Systems
2. Karl Marx and Marxism
3. Socialism and the Centrally Planned Economy
4. Soviet Leadership and Economic Growth

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	INTERACTING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Three: Socialism and the Centrally Planned Economy ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson.						OBSERVATION and EVALUATION of selected students' learning and communication processes in their discussions, answers to questions, and journal entries. Student SELF-EVALUATION and PEER EVALUATION of learning and communication processes in their discussions and written work during Lessons One to Three.	1. Students give examples of public and private ownership in Alberta. 2. Students preview discussion questions and the relevant section of their textbook. 3. Students work in pairs, reading the relevant section of the textbook, answering questions, and recording their own questions in their journals. 4. Students discuss their responses to discussion questions and present their own questions for consideration. 5. Students complete a self-evaluation of their participation in small group discussions.
✗	✗	✗	✗	✗	✗		

ONGOING ACTIVITIES The Soviet Union and eastern Europe are in the news almost daily. Begin a "pin-up" collection of news items and feature stories that examine the conflict in the Soviet Union and eastern Europe between forces of reaction and forces of liberalization, and between command and market forces.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 9 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔		✔	✔	✔	✔	✔		Knowledge Objectives: Generalization: The characteristics of a command economy are state ownership of the means of production and central planning of production. Concept: centrally planned economy, socialism Related Concepts/Terms/Facts: democratic socialism, Marxist-Leninism, means of production, role of government, role of labor, centralization, beliefs/values Skill Objectives: Process Skills: acquire information..., differentiate between main and related ideas, make notes..., draw conclusions about economic growth ..., determine values underlying a position..., categorize information to develop concepts..., identify and evaluate alternative answers... Communication Skills: convey information, explain thoughts, feelings and ideas... Participation Skills: develop increased facility in communicating..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of the worth of individual initiative and group effort in achieving goals, willingness to consider opinions and interpretations different from own	Socialism and Centrally Planned Economies, Discussion Questions, attached, page 184 *The Soviet Union* —Phyllis Arnold (pages 158 to 167) Student response journals OBSERVATION/PROFILE SHEETS Tape recorder Videocamera Audiotape Videotape "Self-Evaluation of Group Work" in the *Junior High Social Studies Teacher Resource Manual*, page 144 OBSERVATION/PROFILE SHEET designed for use with individuals SELF-EVALUATION PROFILE SHEETS PEER EVALUATION PROFILE SHEETS

* Objectives have been drawn from the *Program of Studies for Junior High Schools*, pages c. 6 and c. 7

UNIT PLAN

THEME Soviet Leadership and Economic Growth

FOCUS
1. Economic Systems
2. Karl Marx and Marxism
3. Socialism and the Centrally Planned Economy
4. Soviet Leadership and Economic Growth

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Four: The Social Studies Factory ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their discussions, group assignments, individual written work, and editing of other's work. Student SELF-EVALUATION and PEER EVALUATION of learning and communication processes in their discussions and writing during this project.	1. Students preview the project assignments in the student booklet to ensure understanding of their roles and responsibilities. 2. Students work in "factories" assigned by the "Ministry of Social Studies." 3. "Factory managers" assign tasks to "student-workers." 4. "Student-workers" gather and share information about Soviet leaders and their policies. 5. "Student-workers" and the "factory manager" assist one another in the preparation of Reactions Charts, Timelines, and T-Charts. 6. "Student-workers" prepare Individual Written Assignments and assist one another with peer editing.
✗	✗	✗	✗	✗	✗		

ONGOING ACTIVITIES The Soviet Union and eastern Europe are in the news almost daily. Begin a "pin-up" collection of news items and feature stories that examine the conflict in the Soviet Union and eastern Europe, between forces of reaction and forces of liberalization, and between command and market forces.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 9 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔	✔	✔	✔	✔	✔	✔	✔	Knowledge Objectives: Generalizations: Significant change results from industrialization. In the former USSR, the growth of industrialization was based on government planning. In a centrally planned economy, land, labor, and capital are controlled by government. In a centrally planned economy, the quality of life is influenced by an emphasis on collectivism and public ownership. Concepts: industrialization, centrally planned economy, quality of life Related Concepts/Terms/Facts: economic planning (Lenin: War Communism, New Economic Policy; Stalin: totalitarianism, collectivization, Five-Year Plans; Khrushchev: de-Stalinization; Brezhnev: re-Stalinization); change Skill Objectives: Process Skills: identify and define topics, identify possible sources and location of information, make notes, categorize information... Communication Skills: convey information, explain thoughts, feelings and ideas... Participation Skills: develop increased facility in communicating with others, observe the courtesies of group discussion, contribute to the group In addition, all Skill Objectives listed on page c.23 of the *Program of Studies for Junior High Schools* will be addressed. Attitude Objectives: Students will be encouraged to develop all the attitude objectives listed on page C.23 of the *Program of Studies for Junior High Schools*.	"The Social Studies Factory: Soviet Leadership and Economic Growth," attached, pages 185 to 196 *The Soviet Union* —Phyllis Arnold OBSERVATION/PROFILE SHEETS designed for use with groups Tape recorder Video camera Audiotape Videotape OBSERVATION/PROFILE SHEET designed for use with individuals Student response journals OBSERVATION/PROFILE SHEET designed for use with individuals SELF-EVALUATION PROFILE SHEETS PEER EVALUATION PROFILE SHEETS

* Objectives have been drawn from the *Program of Studies for Junior High Schools*, pages c. 6, c.7 and c.23

UNIT PLAN

THEME Economic Change

FOCUS 1. Attempts at economic reform by Gorbachev and Yeltsin
2. Introduction of a modified market economy

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Five: Economic Reforms of Gorbachev and Yeltsin ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their reading, discussions, and timelines.	1. Students recall what they have seen, read, or heard about recent events in the former Soviet Union. 2. Students read articles about the economic reforms introduced by Gorbachev and Yeltsin and draft a timeline of main events reported in each article. 3. Students work together as a group to create a comprehensive timeline reflecting their consensus about important events. 4. Students discuss similarities and differences in their group timelines and identify the most important events to include in a class timeline.
✗	✗	✓	✓	✗	✓		

ONGOING ACTIVITIES The Soviet Union and eastern Europe are in the news almost daily. Begin a "pin-up" collection of news items and feature stories that examine the conflict in the Soviet Union and eastern Europe, between forces of reaction and forces of liberalization, and between command and market forces.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 9 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔		✔	✔	✔	✔	✔		Knowledge Objectives: Generalizations: Economic changes occur as a result of internal and external influences. Economic change has occurred in the former USSR through a snowballing cause-and-effect series of events. Concepts: economic change Related Concepts/Terms/Facts: attempts at economic change; introduction of a modified market economy Skill Objectives: Process Skills: differentiate between main and related ideas..., draw conclusions about economic change..., compare information about a topic drawn from two or more sources... Communication Skills: construct a time line of major events... Participation Skills: observe the courtesies of group discussion..., contribute to the group and group processes..., work toward group consensus... Attitude Objectives: appreciation of the worth of individual initiative and group effort in achieving goals, willingness to consider opinions and interpretations different from own	"The man who melted the ice," "From command economy to demand economy," "Canada lends a hand," in *Canada and the World Backgrounder: The Collapse of the Soviet Union*, October 1992 "Decline and Fall of the Party," in *Canada and the World*, September 1991 "Out Of The Ashes," in *Canada and the World*, February 1992 Other appropriate periodical articles Large sheets of newsprint or other paper for group timelines OBSERVATION/PROFILE SHEETS designed for use with groups Tape recorder Video camera Audiotape Videotape

* Objectives have been drawn from the draft supplement to the *Program of Studies for Junior High Schools*, April 21,1992.

UNIT PLAN

THEME Economic Change

FOCUS
1. Effect of economic reforms on quality of life
2. Effects of economic change on the lives of individuals

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Six: Economic and Political Reforms Influence Quality of Life ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their reading, note-making, discussions, writing, and presentations.	1. Students review the timelines constructed in Lesson Five and suggest different kinds of people of the former Soviet Union whose lives might have been affected by economic and political reforms. 2. Students examine articles (and other available resources) to find out how recent reforms affected the lives of people in the former Sovier Union. 3. Working in pairs, students prepare a "before-and-after" commercial showing how the life of a particular individual would have been affected by recent reforms. 4. Students present their commercials to the class and summarize the effects of reforms on the lives of people in the former Soviet Union.
✗	✗	✗	✗	✗	✓		

ONGOING ACTIVITIES The Soviet Union and eastern Europe are in the news almost daily. Begin a "pin-up" collection of news items and feature stories that examine the conflict in the Soviet Union and eastern Europe, between forces of reaction and forces of liberalization, and between command and market forces.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 9 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔	✔		✔	✔	✔	✔		Knowledge Objectives: Generalization: In an emerging market economy, the quality of life is influenced by economic changes. Concept: economic change; quality of life Related concepts: introduction of a modified market economy; attempts at economic reforms; lifestyle Skill Objectives: Process Skills: acquire information..., draw conclusions about economic growth..., determine values... Communication Skills: convey information, explain thoughts, feelings and ideas in an oral presentation to support a position on quality of life... Participation Skills: contribute to the group and group processes... Attitude Objectives: appreciation of the ways in which different economic systems meet the needs of people, appreciation of the contribution of individuals to improving the quality of life, empathy for people who have been affected by change	Recent issues of several magazines have covered the Soviet economy and quality of life. Possibilities include: "Mother Russia on a New Course," in *National Geographic*, February 1991 "A Winter of Discontent," in *Canada and the World*, February 1991 "Coming Apart at the Seams," in *Canada and the World*, March 1991 "The man who melted the ice," "From command economy to demand economy," and "Paying the price," all in *Canada and the World Backgrounder—The Collapse of the Soviet Union*, October 1992 "Live from Moscow: Coming of Age at the Barricade," in *Scholastic Scope*, December 6, 1991 OBSERVATION/PROFILE SHEET designed for use with groups (or individuals) Tape recorder Video camera Audiotape Videotape

* Objectives have been drawn from the draft supplement to the *Program of Studies for Junior High Schools*, April 21,1992.

UNIT PLAN

THEME Economic Change

FOCUS 1. Effects of change on the Soviet Republics
2. Effect on quality of life for citizens of the Republics

PROCESSES						DIAGNOSTIC EVALUATION PROCEDURES	ACTIVITIES
EXPLORING	NARRATING	IMAGINING	EMPATHIZING	ABSTRACTING	MONITORING		
Lesson Seven: Breaking Apart of the Republics ✗ indicates a process emphasized in the lesson. ✓ indicates a process used in the lesson						OBSERVATION and EVALUATION of selected students' learning and communication processes in their planning, rehearsal and presentation to others. CREATION OF INDIVIDUAL STUDENT PROFILES of learning and communication processes. CONFERENCING with individual students to share profiles and set goals to help them become more independent users of the processes.	1. Students examine the timelines constructed in Lesson Five for evidence of the breakup of the Soviet Union, the breaking away of Lithuania, and the Soviet response. 2. Students read relevant articles and record information about those who favoured Lithuanian independence and those who favoured Soviet retention. 3. Students share information they have gathered about these opposing points of view. 4. Students role-play a coffee-break discussion among Lithuanian factory workers who hold opposing viewpoints about independence. 5. Students present their coffee-break discussion to the class and identify what was effective in the presentations of others.
✗	✗	✗	✗	✗	✓		

ONGOING ACTIVITIES The Soviet Union and eastern Europe are in the news almost daily. Begin a "pin-up" collection of news items and feature stories that examine the conflict in the Soviet Union and eastern Europe, between forces of reaction and forces of liberalization, and between command and market forces.

(EVALUATING STUDENTS' LEARNING AND COMMUNICATION PROCESSES)

Grade 9 **Course** Social Studies

CLASSROOM ORGANIZATION				STRANDS				PROGRAM OBJECTIVES*	MATERIALS
INDIVIDUAL	PAIR	SMALL GROUP	WHOLE CLASS	READING	WRITING	ORAL COMM	VIEWING		
✔		✔	✔	✔	✔	✔		Knowledge Objectives: Generalizations: Economic changes occur as a result of internal and external influences. Changes to the economic and political climates of the former Soviet Union made republics like Lithuania want to change their relationship to the Soviet Union. Concept: economic change Related concepts: attempts at economic reform, influence of change on republics Skill Objectives: Process Skills: acquire information..., make notes that outline main and related ideas from reading..., draw conclusions..., determine values/value conflicts underlying a position..., identify and evaluate alternative solutions or decisions regarding economic change... Communication Skills: convey information, explain thoughts, feelings and ideas, and use persuasive arguments in an oral presentation Participation Skills: develop increased facility in communicating with others..., observe the courtesies of group discussion... Attitude Objectives: appreciation of the worth of individual initiative and group effort in achieving goals, willingness to consider opinions and interpretations different from own, empathy for people who have been affected by change	"Nationalism on the march," and "Democracy at the Crossroads," in *Canada and the World Backgrounder—The Collapse of the Soviet Union*, October 1992 "Out of The Ashes," in *Canada and the World*, February 1992 Other available periodical articles Props such as coffee thermos, overalls, etc., supplied by the students OBSERVATION/PROFILE SHEETS for use with groups Tape recorder Video camera Audiotape Videotape

* Objectives have been drawn from the draft supplement to the *Program of Studies for Junior High Schools*, April 21,1992.

LESSON PLAN

Lesson One: Economic Systems

Theme Soviet Leadership and Economic Growth **Grade** 9 **Course** Social Studies

OBJECTIVES*	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalization: In a centrally planned economy, land, labor, and capital are controlled by the government. Concept: centrally planned economy Related Concepts/ Terms/Facts: scarcity, factors of production, role of government, role of consumers, role of labor, centralization, beliefs/values Skill Objectives: Process Skills: identify and define topics, acquire information..., make notes..., draw conclusions..., determine values..., make generalizations...	Each student makes a list of his or her wants and resources for the next year. Students share their lists with the class, identify the basic economic problem of scarcity, and consider different solutions to this problem. Students read pages 150 to 155 of *The Soviet Union* and make notes on Means or Factors of Production, the four Basic Economic Questions, and the four Basic Economic Systems, using a note-taking method that will best help them summarize and remember the information.	Refer to page 160 of the *Junior High Social Studies Teacher Resource Manual.* Introduce the basic economic problem to students by having them make two lists in their response journals: their own wants for the next year and their resources/income. Ask students to share their lists and identify the basic economic problem they face. Follow with a general class discussion of the lists and what decisions would have to be made to deal with this problem. Tell students that their textbook has further information about the basic economic problem and economic systems devised to solve the problem of scarcity. Show them how to preview pages 150 to 155 of the text to find information about Means or Factors of Production, the four Basic Economic Questions and the four Basic Economic Systems. Review methods of taking notes (e.g. outline, webbing, chart, etc.) and ask students	Have students separate themselves into two groups: those favoring a market economy, and those favoring a command economy. Ask students to explore, in their journals, why they joined their particular group. Have students work in groups of 3 to 4 to prepare a poster showing how the group would solve the problem of limited resources and unlimited wants. Have students present their posters to the class explaining how they have solved the problem Note the criteria used by students to help them make their decisions. Try to determine their level of commitment to the economic system they appear to favor.	Student response journals Poster paper Markers, scissors, glue Old magazines *The Soviet Union* —Phyllis Arnold (pages 150 to 155)

LESSON PLAN
Lesson One: Economic Systems

Theme Soviet Leadership and Economic Growth **Grade** 9 **Course** Social Studies

OBJECTIVES*	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Communication Skills: convey information, explain thoughts, feelings and ideas... Participation Skills: develop increased facility in communicating... Attitude Objectives: appreciation of the ways in which different economic systems meet the needs of the people, willingness to consider opinions and interpretations different from own	Student pairs discuss and answer questions 1 to 4 on page 154 of *The Soviet Union*.	to select a method that will best help them summarize and remember the information. You will find it easier to make diagnostic evaluations of the students you have selected to focus on if you assign these students to the same group. Use the observation/profile sheet designed for use with groups, and audiotape this group's discussion. These procedures will enable you to gather data and also manage the class. While the groups read, make notes, and answer questions, record observations and evaluations of the selected students' learning and communication processes.		OBSERVATION/PROFILE SHEETS designed for use with groups Tape recorder Audiotape
	Students share their note-taking methods and answers to questions.	Ask students to share their note-taking methods and answers to questions.		

LESSON PLAN

Lesson Two: Karl Marx and Marxism

Theme Soviet Leadership and Economic Growth **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalization: Marxism is an ideology that proposes collective control of the economy. Concept: Marxism Related Concepts/ Terms/Facts: Karl Marx, Friedrich Engels, *The Communist Manifesto*, proletarian, capitalist (bourgeoisie) Skill Objectives: Process Skills: acquire information..., differentiate between main and related ideas, make notes..., draw conclusions..., make generalizations... Communication Skills: convey information, explain thoughts, feelings and ideas... Participation Skills: develop increased facility in communicating..., observe the courtesies of group discussion...		The transition to this lesson could be made by telling students that they will be examining one solution to the basic economic problem that has had a great deal of influence in the world. Place the term "Marxism" on the chalkboard and ask students to brainstorm a list of words and phrases that explain what it means to them. (See the *Junior High Social Studies Teacher Resource Manual*, page 58, for an explanation of brainstorming strategy.) List student reactions on the board and use these to develop a tentative generalization about Marxism. Ask students to read pages 156 and 157 of the Soviet Union to find out more about Marxism and why it has had so much influence on parts of the world. Ask them to write an entry in their journals comparing what they find in the textbook with the list of words and phrases on the chalkboard. Ask them to write down any questions		*The Soviet Union* —Phyllis Arnold (pages 156 and 157) Student response journals
	Students brainstorm words and phrases that explain what "Marxism" means to them and develop a tentative generalization about the concept. Students read pages 156 and 157 of *The Soviet Union* and make an entry in their response journals comparing this information about Marxism with the words and phrases on the chalkboard. They also record questions that occur to them as they are reading.			

LESSON PLAN
Lesson Two: Karl Marx and Marxism

Theme Soviet Leadership and Economic Growth **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
contribute to the group... Attitude Objectives: appreciation of the worth of individual initiative and group effort in achieving goals, willingness to consider opinions and interpretations different from own		that occur to them while they are reading. Assign students to groups of four. Assign a group leader and a recorder in each group. Ask the students to help each other answer the questions they have recorded in their journals as well as the questions you provide about Karl Marx and Marxism. Follow the teacher guidelines for small group discussion on page 49 of the *Junior High Social Studies Teacher Resource Manual.* Have the students selected for diagnostic evaluation work together, and audiotape their discussion. Use the observation/profile sheet designed for use with groups to record observations and evaluations of the students' learning and communication processes in their reading, journal entries, discussion, and answers to questions.		Karl Marx and Marxism, Discussion Questions attached, page 184 OBSERVATION/PROFILE SHEET designed for use with groups Tape recorder Audiotape

LESSON PLAN
Lesson Two: Karl Marx and Marxism

Theme Soviet Leadership and Economic Growth **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
	Group recorders share their group's answers to the questions provided and present any unanswered students' questions for consideration. Students help to construct a mind map for Marxism.	Ask group recorders to report their group's answers to the questions about Karl Marx and Marxism and to present any unanswered students' questions for consideration. With "Marxism" as the defined centre, use the mind-mapping strategy on page 162 of the *Junior High Social Studies Teacher Resource Manual* to review the concept of Marxism and reinforce the generalization that Marxism is an ideology that proposes collective control of the economy.	At the end of Lesson Two, have students work in pairs to write an obituary, of about 150 words, of Karl Marx using the text as source of information. Have students begin by reviewing a number of sample obituaries from the newspaper. After students have completed their writing, have two pairs combine to share their obituaries. Consider evaluating the written work.	Sample obituaries from the newspaper

LESSON PLAN

Lesson Three: Socialism and the Centrally Planned Economy

Theme Soviet Leadership and Economic Growth **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalization: The characteristics of a command economy are state ownership of the means of production and central planning of production. Concept: centrally planned economy, socialism Related Concepts/ Terms/Facts: democratic socialism, Marxist-Leninism, means of production, role of government, role of labor, centralization, beliefs/values Skill Objectives: Process Skills: acquire information..., differentiate between main and related ideas, make notes..., draw conclusions about economic growth..., determine values underlying a position..., categorize information	Students give examples of public and private ownership in Alberta. Students preview discussion questions, describe what they will need to know, and speculate on the content they will encounter in the relevant section of their textbook. Students preview the relevant section of their textbook and identify sections that will provide answers to the questions.	To help students understand that economic socialism can, and does, co-exist with political democracy, ask them to give examples of public and private ownership in Alberta. Make two lists on the chalkboard—specific means of production that are publicly owned (for example, resources such as natural gas and oil) and those that are privately owned (for example, farms and small businesses). Preview the Discussion Questions on Socialism and Centrally Planned Economics with the students so that they have a purpose for reading pages 158 to 167 of their textbook. Ask them to describe what they will be expected to know. Ask them to speculate on the content of this section of the textbook, based on the questions. Preview pages 158 to 167 of the textbook with the students. Ask them to identify which sections will provide answers to the assigned questions.	Explain to students that there are degrees of private and public ownership, and that different types of economies can be placed on a continuum.	Socialism and Centrally Planned Economies, Discussion Questions, attached, page 184 *The Soviet Union* —Phyllis Arnold (pages 158 to 167) Student response journals

LESSON PLAN

Lesson Three: Socialism and the Centrally Planned Economy

Theme Soviet Leadership and Economic Growth **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
to develop concepts..., identify and evaluate alternative answers... Communication Skills: convey information, explain thoughts, feelings and ideas... Participation Skills: develop increased facility in communicating..., observe the courtesies of group discussion..., contribute to the group... Attitude Objectives: appreciation of the worth of individual initiative and group effort in achieving goals, willingness to consider opinions and interpretations different from own	In pairs, students read the relevant sections of the textbook, answer the questions, and record their own questions in their journals. Students discuss their responses to the discussion questions and present their own questions for consideration.	Assign students to pairs and ask them to read the relevant section of the textbook and answer the questions together. Ask them to note any questions they have in their journals. Arrange the groups so that students selected for diagnostic evaluation are working together. Audiotape their discussion. Use the observation/profile sheet designed for use with groups to record observations and evaluations of their learning and communication processes in their discussion, answers to questions and journal writing. Encourage students to elaborate upon responses and ask questions of other groups.	In their journals, students make a diagram showing where democratic socialism, Marxist-Leninism, and the economy of the former USSR would be placed on a continuum, and explain the the rationale for their choices.	OBSERVATION/PROFILE SHEETS designed for use with groups Tape recorder Audiotape

LESSON PLAN

Lesson Three: Socialism and the Centrally Planned Economy

Theme Soviet Leadership and Economic Growth **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
	Students complete a self-evaluation of their participation in small group discussions by using the "Self-Evaluation of Group Work" form on page 144 of the *Junior High Social Studies Teacher Resource Manual.*	Explain the importance of self-evaluation of participation and achievements in small group discussions.	At the end of Lesson Three, give students a review test based on concepts they have learned in Lessons One, Two, and Three. Consider using the results of this test for summative evaluation.	"Self-Evaluation of Group Work" in the *Junior Social Studies Teacher Resource Manual,* page 144
		Ask the students selected for diagnostic evaluation to review the audiotapes of their discussions and their written work to this point and complete a self-evaluation of their own learning and communication processes.	Ask each student to select a classmate who will examine the same data and complete a peer evaluation of his or her learning and communication processes.	OBSERVATION/PROFILE SHEET designed for use with individuals SELF-EVALUATION PROFILE SHEETS PEER EVALUATION PROFILE SHEETS

LESSON PLAN
Lesson Four: The Social Studies Factory

Theme Soviet Leadership and Economic Growth **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalizations: Significant change results from industrialization. In the USSR, the growth of industrialization was based on government planning. In a centrally planned economy, land, labor, and capital are controlled by government. In a centrally planned economy, the quality of life is influenced by an emphasis on collectivism and public ownership. Concepts: industrialization, centrally planned economy, quality of life Related Concepts/ Terms/Facts: economic planning (Lenin: War Communism, New Economic Policy; Stalin: totalitarianism, collectivization, Five-Year Plans; Khrushchev: de-Stalinization; Brezhnev:	Students preview the project assignments in the student booklet to ensure understanding of their roles and responsibilities. Students move into "factories" as assigned by the "Ministry of Social Studies."	Preview the student booklet with the students so that they understand the relationships between the project and the economic planning structure of the former Soviet Union as well as their group and individual responsibilities. Assign student managers and workers to "factories" of 4 or 5 students. Assign the students selected for diagnostic evaluation to the same factory. Audiotape and/or videotape their work. As time permits record observations and evaluations of the students' learning and communication processes using the observation/profile sheet designed for use with groups.	Give students the option of developing their own assignment which would answer the three main questions. Ask students to first submit a group proposal stating: a) names of group members b) details of the project (what will be done and how it will be organized) c) timeline for completion d) resources needed e) criteria for evaluation Negotiate the final proposals with each group. (See page 197 for examples of projects designed by students for this unit.)	"The Social Studies Factory: Soviet Leadership and Economic Growth," attached, pages 185 to 196 *The Soviet Union* —Phyllis Arnold OBSERVATION/PROFILE SHEETS designed for use with groups Tape recorder Video camera Audiotape Videotape

LESSON PLAN

Lesson Four: The Social Studies Factory

Theme Soviet Leadership and Economic Growth **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
re-Stalinization); change Skill Objectives: Process Skills: identify and define topics, identify possible sources and location of information, make notes, categorize information... Communication Skills: convey information, explain thoughts, feelings and ideas... Participation Skills: develop increased facility in communicating with others, observe the courtesies of group discussion, contribute to the group In addition, all Skill Objectives listed on page c.23 of the *Program of Studies for Junior High Schools* will be addressed.	"Factory managers" assign leaders to be researched to "student-workers." "Student-workers" gather information about their respective leader(s). The "factory manager" calls the "factory" together to share information about the leaders researched. "Student-workers" and the "manager" assist one another in the preparation of Reaction Charts, Timelines, and T-Charts. "Student-workers" work on Individual Written Assignments. "Student-workers" edit each other's writing.	Assign deadlines for quotas, as appropriate. Enter reports of daily progress for each factory on the "Social Studies Ministry: Record of Progress" form. Collect all drafts of written work produced by the selected students for later diagnostic evaluation. Use the observation/profile sheet designed for use with individuals to record observations and evaluations of the selected students' learning and communication processes in their written work.	Enlarge the "Social Studies Ministry: Record of Progress" form and post it on the classroom bulletin board each day. After projects are completed, ask students to write a reflective journal entry on: a) what they learned b) what they might have done differently Consider doing summative evaluation of group work. Consider doing summative evaluation of individual written assignments.	OBSERVATION/PROFILE SHEET designed for use with individuals Student response journals

LESSON PLAN

Lesson Four: The Social Studies Factory

Theme Soviet Leadership and Economic Growth **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Attitude Objectives: Students will be encouraged to develop all the attitude objectives listed on page C.23 of the *Program of Studies for Junior High Schools*.		Ask the students selected for diagnostic evaluation to review the audiotapes and/or videotapes of their discussions and their written work to this point and complete a self-evaluation of their own learning and communication processes.	Ask each student to select a classmate who will examine the same data and complete a peer evaluation of his or her learning and communication processes.	OBSERVATION/PROFILE SHEET designed for use with individuals SELF-EVALUATION PROFILE SHEETS PEER EVALUATION PROFILE SHEETS

LESSON PLAN

Lesson Five: Economic Reforms of Gobachev and Yeltsin

Theme Economic Change **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalizations: Economic changes occur as a result of internal and external influences. Economic change has occurred in the former USSR through a snowballing cause-and-effect series of events. Concept: economic change Related concepts: attempts at economic change, introduction of a modified market economy Skill Objectives: Process Skills: differentiate between main and related ideas..., draw conclusions about economic change..., compare information about a topic drawn from two or more sources... Communication Skills: construct a timeline of major events... Participation Skills: observe the courtesies	Students recall what they have seen, read, or heard about recent events in the former Soviet Union.	Find out what the students know about recent events in the former Soviet Union. Ask them to recall what they have seen on television, read in the newspapers, or heard on the radio. Construct a timeline on the chalkboard. There will probably be gaps and questions about their memory of events. Use the gaps in students' knowledge and their erroneous ideas to arouse interest in reading articles you have gathered. Assign students to groups of 3 to 5, according to the number of different research materials you have assembled. Explain that they will be reading articles that will give them more information about recent events in the former Soviet Union, particularly about the economic reforms introduced by Gorbachev and Yeltsin. If possible, include in the materials the latest news on the Commonwealth of Independent States, the economic crisis, and Western aid to the people of the former Soviet Union.		"The man who melted the ice," "From command economy to demand economy," and "Canada lends a hand," in *Canada and the World Backgrounder: The Collapse of the Soviet Union*, October 1992 "Decline and Fall of the Party," in *Canada and the World*, September 1991 "Out Of The Ashes," in *Canada and the World*, February 1992 Other appropriate periodical articles Large sheets of newsprint or other paper for group timelines

LESSON PLAN

Lesson Five: Economic Reforms of Gorbachev and Yeltsin

Theme Economic Change **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
of group discussion..., contribute to the group and group processes..., work toward group consensus... Attitude Objectives: appreciation of the worth of individual initiative and group effort in achieving goals, willingness to consider opinions and interpretations different from own	Students read articles about the economic reforms introduced by Gorbachev and Yeltsin and draft a timeline of main events reported in each article. Students work together as a group to create a comprehensive timeline reflecting their consensus about important events.	Ask each student to select an article, read it, and draft a timeline of important events in that article. When each group member has completed this task, the group will use the individual timelines to construct a comprehensive timeline which incorporates all appropriate events. Each group should attempt to achieve consensus regarding which events to include. They should ensure that their timeline can be read easily by others when it is posted on the wall. As the students work on these tasks, assist groups and individuals, particularly those who have difficulty differentiating between main and related ideas in the articles. Place students selected for diagnostic evaluation in the same group or position their groups close to each other. Audiotape and/or videotape their work. As time permits, use the observation/profile sheet		OBSERVATION/PROFILE SHEETS designed for use with groups Tape recorder Video camera Audiotape Videotape

LESSON PLAN

Lesson Five: Economic Reforms of Gorbachev and Yeltsin

Theme Economic Change **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
		designed for use with groups to record observations and evaluations of the students' learning and communication processes in their reading, discussion, and timelines.		
	Students discuss similarities and differences in their group timelines and identify the most important events to include in a class timeline.	Post the group timelines around the room and ask students to comment on similarities and differences in the events selected. Ask them to select the most important events and construct a class timeline.		

LESSON PLAN

Lesson Six: Economic and Political Reforms Influence Quality of Life

Theme Economic Change **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalization: In an emerging market economy, the quality of life is influenced by economic changes. Concept: economic change; quality of life Related concepts: introduction of a modified market economy; attempts at economic reforms; lifestyle Skill Objectives: Process Skills: acquire information..., draw conclusions about economic growth..., determine values... Communication Skills: convey information, explain thoughts, feelings and ideas in an oral presentation to support a position on quality of life... Participation Skills: contribute to the group and group processes...		Tell students they will be examining the impact of economic and political reform on the lives of individuals in the former Soviet Union. Begin the lesson by putting a list on the chalkboard of people who would have been affected by these reforms. Some examples include: • farmer • factory worker • religious leader in the Russian Orthodox church • private or officer in the army • newspaper editor • city dweller • small town citizen • trade union official involved in collective bargaining • a member of the KGB • Moscow teenager		Recent issues of several magazines have covered the Soviet economy and quality of life. Possibilities include: "Mother Russia on a New Course," in *National Geographic*, February 1991 "A Winter of Discontent," in *Canada and the World*, February 1991 "Coming Apart at the Seams," in *Canada and the World*, March 1991 "The man who melted the ice," "From command economy to demand economy," and "Paying the price," all in *Canada and the World Backgrounder—The Collapse of the Soviet Union*, October 1992 "Live from Moscow: Coming of Age at the Barricade," in *Scholastic Scope*, December 6, 1991
	Students review the timelines constructed in Lesson Five and suggest different kinds of people of the former Soviet Union whose lives might have been affected by economic and political reforms.	Ask the students to review the timelines constructed in the previous lesson and • suggest other people who might have been affected by the reforms summarized on the timelines •speculate about how the		

LESSON PLAN

Lesson Six: Economic and Political Reforms Influence Quality of Life

Theme Economic Change **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Attitude Objectives: appreciation of the ways in which different economic systems meet the needs of the people, appreciation of the contribution of individuals to improving the quality of life, empathy for people who have been affected by change		lives of some of the individuals listed might have been changed.		Other resources as available
	Students examine articles (and other available resources) to find out how recent reforms affected the lives of people in the former Soviet Union.	Tell the students that they will be examining some articles (and other available resources) that will help them understand more about how the lives of people in the former Soviet Union have been affected by recent economic and political reforms. They will be asked to select an individual citizen, and with a partner, prepare a "before-and-after" commerical showing how that person's life has been affected by particular reforms. They should read with this purpose in mind and take some notes that will assist them in preparing the commercial.		
		Group students selected for diagnostic evaluation together or in close proximity. Audiotape and/or videotape their discussions. As time permits, use the observation/profile sheet designed for use with groups (or individuals) to record		OBSERVATION/PROFILE SHEETS for use with groups (or individuals) Tape recorder Videocamera Audiotape Videotape

LESSON PLAN

Lesson Six: Economic and Political Reforms Influence Quality of Life

Theme Economic Change **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
		observations and evaluations of their reading, note-making, discussions, writing, and presentations.		
	Working in pairs, students prepare a "before-and-after" commercial showing how the life of a particular individual would have been affected by recent reforms.	After students have examined the resources and made notes, review with them the format of a "before-and-after" commercial and illustrate how to do the assignment with an example such as the following: Student A—I am a newspaper editor in the Soviet Union. The year is 1986. I am afraid to print anything critical about the leadership of the Soviet Union. I could be accused of being a dissident. Student B—Glasnost reforms mean I can now publish whatever I want about our leadership. My criticisms are no longer interpreted as conspiratorial or indicative of a lack of patriotism.		

LESSON PLAN

Lesson Six: Economic and Political Reforms Influence Quality of Life

Theme Economic Change **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
		Emphasize that the "after" statement identifies the particular reform and explains how it has affected the editor's freedom of speech. Ask students to follow this model in the preparation of their own commercials. Before they begin the task, brainstorm a few other examples with them.		
	Students present their commercials to the class and summarize the effects of reforms on the lives of people in the former Soviet Union.	Ask students to present their commercials to the class. Commercials could be grouped according to the particular reforms they focus on. Ask students to construct charts in their notebooks and, as they watch the presentations of other students, summarize the impact of the reforms on the lives of people in the former Soviet Union.		

LESSON PLAN

Lesson Seven: Breaking Apart of the Republics

Theme Economic Change **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Knowledge Objectives: Generalizations: Economic changes occur as a result of internal and external influences. Changes to the economic and political climates of the former Soviet Union made republics like Lithuania want to change their relationship to the Soviet Union. Concept: economic change Related concepts: attempts at economic reform, influence of change on republics Skill Objectives: Process Skills: acquire information..., make notes that outline main and related ideas from reading..., draw conclusions..., determine values/value conflicts underlying a position..., identify and evaluate alternative solutions or decisions regarding economic change...		Tell students they will learn more about why the republics wanted to change their relationship with the Soviet Union, with a focus on Lithuania, which led the Baltic states to independence in 1990. To facilitate the transition to this lesson, have students examine the timelines constructed in Lesson Five and note evidence of the breakup of the Soviet Union, the breaking away of Lithuania, and the Soviet response. Tell students that they will be looking at these events in more detail and examining the different viewpoints of Lithuanians towards independence for their republic.		
	Students examine the timelines constructed in Lesson Five for evidence of the breakup of the Soviet Union, the breaking away of Lithuania, and the Soviet response. Students read relevant articles and record information about those who favoured Lithuanian independence and those who favoured Soviet retention.	Ask students to construct a chart in their notebook, with two columns. As they read the articles provided, on one side of the chart they should record information about people who favored Lithuanian independence and the reasons for their position. On the other side of the chart,		"Nationalism on the march," and "Democracy at the Crossroads," in *Canada and the World Backgrounder—The Collapse of the Soviet Union*, October 1992

LESSON PLAN

Lesson Seven: Breaking Apart of the Republics

Theme Economic Change **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
Communication Skills: convey information, explain thoughts, feelings and ideas, and use persuasive arguments in an oral presentation Participation Skills: develop increased facility in communicating with others..., observe the courtesies of group discussion... Attitude Objectives: appreciation of the worth of individual initiative and group effort in achieving goals, willingness to consider opinions and interpretations different from own, empathy for people who have been affected by change		they should record information about people who favoured Soviet retention of Lithuania and the reasons for their position. Tell students they will be using this information to help them role-play Lithuanians on both sides of the issue.		"Out of The Ashes," in *Canada and the World*, February 1992 Other available periodical articles
	Students share information they have gathered about these opposing points of view.	After students have read the articles and recorded information from them, make lists on the chalkboard of a) reasons favoring Lithuanian independence, and b) reasons supporting Soviet retention of Lithuania. Focus on economic arguments and also on considerations related to the ethnic background of Lithuanians (about 80% are ethnic Lithuanians, 9% are Russians, and 11% have other ethnic backgrounds).		
	Students role-play a coffee break discussion among Lithuanian factory workers who hold opposing viewpoints about independence.	Assign students to groups of four. Ask them to assume the roles of workers in a petroleum refinery in Vilnius, Lithuania. Ask two students to assume the roles of		

LESSON PLAN

Lesson Seven: Breaking Apart of the Republics

Theme Economic Change **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
		Russians living in Lithuania or Communist Party members who are sympathetic to the goals of the Soviet state. Ask the other two students to assume the roles of pro-independence Lithuanians. Have students role-play a 15-minute coffee-break in which the workers discuss their feelings about Lithuanian independence. The dialogue should clearly show the differences in viewpoints and the reasons for them. It should also express what the different characters think the outcome of the conflict will be.		
	Students present their coffee-break discussion to the class and identify what was effective in the presentations of others.	Give students time to plan and rehearse their roles. They may wish to use props such as a coffee thermos and overalls. After each group performs its "play," ask students to comment on what was effective in the presention.	Ask students to comment in their response journals about the effectiveness of their own presentation and how it might have been improved.	Props such as coffee thermos, overalls, etc., supplied by the students.

LESSON PLAN

Lesson Seven: Breaking Apart of the Republics

Theme Economic Change **Grade** 9 **Course** Social Studies

OBJECTIVES	PROCEDURES			MATERIALS
	STUDENT ACTIVITY	TEACHER ACTIVITY	SUPPLEMENTARY OR ALTERNATE PROCEDURES	
		Assign the students selected for diagnostic evaluation to the same role-playing group. Audiotape and/or videotape their preparation and rehearsal. As time permits use the observation/profile sheet designed for use with groups to record your observations and evaluations of their learning and communication processes. You may wish to videotape the students' presentations for later diagnostic evaluation. For each of the students selected for diagnostic evaluation, construct a profile showing how independently he or she can use the six learning and communication processes. Ask the students to create profiles for themselves based on their self and peer evaluations. Share the results of your diagnostic evaluations. Use the profiles to set goals and plan instructional activities for the next unit of work to help the students become more independent in their use of the learning and communication processes.		OBSERVATION/PROFILE SHEETS for use with groups Tape recorder Video camera Audiotape Videotape DESCRIPTIVE SCALES OBSERVATION/PROFILE SHEET for each student SELF-EVALUATION PROFILE SHEETS PEER EVALUATION PROFILE SHEETS SUMMARY AND GOALS FOR IMPROVEMENT completed by each student

Student Materials

Karl Marx and Marxism

Discussion Questions

1. What did Marx mean by the slogan, "From each according to his abilities, to each according to his needs?" Give examples to support your answer.

2. What assumption was Marx making about human nature? How realistic is this assumption?

3. Why did Marx believe that the proletarians had nothing to lose in a revolution?

4. What did Marx mean by the statement, "Proletarians of all land, unite!"? Why would the ruling classes tremble at this prospect?

5. What are the three basic ideas contained in *The Communist Manifesto*? What other important ideas are included?

6. What was Marx's solution to the basic economic problem of scarcity?

Socialism and Centrally Planned Economies

Discussion Questions

1. How are democratic socialism and Marxist-Leninist socialism different? How are they the same? Use examples from Canada and the former USSR to support your opinions.

2. What is the difference between the socialist and the communist stages of Marxist-Leninism?

3. What are the two major characteristics of a centrally planned economy? Compare Canada and the former USSR in terms of these two major characteristics.

4. Read "The Duty of Every Worker" by D. Rhys on pages 164 and 165 of *The Soviet Union*:

   a) Why does Semon Pavlovich keep two record books, one red and one blue?

   b) During the meeting with Semon Pavlovich, what are the value positions adopted by Vadim Korpov, the engineer, and Vladimir Krasov, secretary of the workers' cell?

   c) How does Korpov's public statement at the end of the story differ from his statements made during the meeting with Pavlovich? What are the reasons for these differences?

The Social Studies Factory: Soviet Leadership and Economic Growth

Main Questions to Think About

How did the centrally planned economy influence economic growth in the former Soviet Union?

What are the pros and cons of a centrally planned economy?

In the former Soviet Union, how much effect did a single leader have on major economic decisions?

These are just a few of the questions that you should be thinking about as you explore the history of the leaders of the former Soviet Union and learn about their effect upon a centrally planned economy.

Background

The purpose of our study—Soviet Leadership and Economic Growth—is to look at the advantages and disadvantages of a centrally planned economy, study how such a system originated, and examine how it might change over time. The term **centrally planned economy** suggests that a relatively small group gives the orders about:

- **what** should be made
- **how** it should be made (and **who** should make it)
- **for whom** it should be made
- **how much** should be made (and **how fast** the economy should be allowed to grow)

In the former Soviet Union (until very recent times), all economic activity (called the **Gosplan**) was directed by a small group of government officials who received their instructions from an even smaller group called the **Politburo**. This smaller group sat in council with the **General Secretary** of the Communist Party of the Soviet Union, the last of whom was Gorbachev.

Look in the index of *The Soviet Union* by Phyllis Arnold for information about the **Gosplan**, **Politburo**, and **General Secretary**. Write a brief definition of each of these in your own words.

The Project — Central Planning from Lenin to Brezhnev

Central Planning in the Former USSR

In a centrally planned economy, answers to the four basic economic questions (**what? how? for whom? and how much?**) flow from the top of the planning structure down to the bottom. The wishes of the factory workers are not always considered when plans are being made.

For the purpose of this study, think of your group as a small factory in the USSR before 1985. Individual members of the group represent the factory workers. Your job is to work and to accomplish the tasks that the manager (group leader) assigns to you.

The factory manager has been appointed from above, by your teacher, who represents the "Ministry of Social Studies." Your teacher, in turn, has received instructions from the principal and superintendent who respresent the Gosplan, and they have received their orders from Alberta Education, (Provincial Government) which represents the Politburo. The Politburo has no face-to-face contact with the factory workers, or even the government minister (your teacher). The diagram below shows how we are simulating a centrally planned economy in this project.

Politburo	Alberta Education
↓	↓
Gosplan	Superintendent, School Principal
↓	↓
Ministries	Social Studies Teacher
↓	↓
Factory Managers	Your Group Leader
↓	↓
Factory Workers	You

The Gosplan has asked that certain **quotas** be met, and the Minister has decided that these quotas will be met in the following way.

Organizing Your Social Studies Factory

The factory managers (your group leaders) will meet with the Minister of Social Studies (your teacher) to assign workers (you) to each factory (small group). Most factories will consist of a manager and three workers.

Answering the Basic Economic Questions for This Project

What will be produced?	Completed assignments (quotas)
How will they be produced? and **Who** will produce them?	A high quality in research and finished assignments will be expected. It is the duty of *all workers* to do their absolute best.
For whom will they be produced?	All quotas will be delivered to the Ministry of Social Studies.
How much will be produced? and **How fast** will they be produced?	Each factory will complete one set of assignments. Each worker, including the manager, will complete the three Individual Written Assignments. Due dates for each quota will be set by the Ministry.

Manager's Responsibilities

- Organize the factory and decide which student-worker or pair of student-workers will be researching each leader.
- Submit to the Minister a list of the student workers and the names of the Soviet Leader each worker, or pair of workers, is researching.
- Encourage student-workers to do their fair share of the work and monitor their progress for the daily report to the "Ministry of Social Studies." (See page 11 of this booklet.)
- Ensure that all student-workers share their information and that each student-worker completes a set of notes and all assignments.
- Lead the discussion and the preparation of the Reactions Chart, Timeline, and T-Chart for the factory. Ensure that all workers have a copy of the two charts.

Worker's Responsibilities

- Co-operate in the gathering and sharing of information.
- Work as quickly as possible.
- Maintain a high quality of work.

Incentives

- A maximum of 100 points can be earned for the Factory Level Quotas.
- A maximum of 50 points can be earned for the Individual Written Assignments on page 9.
- Factories and workers producing above quota will earn bonus points.

Quotas

The Ministry of Social Studies will record the progress of all competing factories on a classroom graph.

Factory Level Quotas

- Submit to the Ministry of Social Studies a list of student-workers, including the factory manager, and the factory name.
- On pages 5 and 6 of this booklet, fill in the page numbers of your text *(The Soviet Union)* where you can find information about the Soviet leader(s) you are studying.
- Hand in a set of notes for each of the Soviet leaders. This should include all the required definitions, summaries, and answers to questions under each leader's name. It should also include answers to the questions on page 6 of this booklet.
- Complete and hand in the Reactions Chart on page 7 of this booklet.
- Complete and hand in the Timeline on page 8 of this booklet.
- Complete and hand in the T-Chart described on page 8 of this booklet.

Worker Level Quotas

- Do your fair share of the work for your fair share of the mark: "From each according to his abilities, to each according to his needs."
- Complete and hand in the Individual Written Assignments on page 9 of this booklet.

Where to Begin?

Look for the name of the leader you are researching in the Table of Contents and the Index of *The Soviet Union* and jot down the page numbers where you can find information about that leader. Use the Index to locate information about the terms you need to define, too.

After each student-worker has completed all the tasks that the leader has assigned, share the results of your research with one another. Do this in chronological order, beginning with Lenin.

Lenin

Pages_____

Define: Bolshevik, civil war, War Communism, NEP, kulaks, Leninism

Pages_____

Briefly summarize the goals of Lenin and the Bolsheviks, the role of the former Soviet Union in World War I, and the effects of the civil war. Why is Lenin considered "the father of the Soviet Union"?

Stalin

Pages_____

Define: totalitarianism (all seven characteristics), Five-Year Plans, collectivization, 1936 Constitution, Great Purge, Great Famine, Stalinism

Pages_____

Briefly summarize the role of the former Soviet Union in World War II. What effect did the war have on the countries bordering the former Soviet Union? Describe the relationship between the West and the former Soviet Union during the World War II.

Khrushchev

Pages_____

Define: de-Stalinization, satellite nation, space race, Berlin Wall, Cuban Missile Crisis, Cold War

Pages_____

Briefly summarize how and why Khrushchev was ousted from power. Compare Stalinism to Khrushchev's form of Communism.

Brezhnev

Pages_____

Define: re-Stalinization, SALT treaties, detente

Pages_____

Briefly summarize Brezhnev's important accomplishments. In what conflicts did Brezhnev involve the former Soviet Union?

Questions to Answer

Answer these questions for each leader. Put the title and the name of the leader you have researched at the top of the page.

1. **What did this leader do to get power?**
2. **What programs did this leader use that increased/decreased the power of the former Soviet Union? the power of government? the power of the individual?**
3. **What did this leader do to increase/decrease co-operation with the West and with other communist countries?**
4. **What did this leader do to increase/decrease the production of consumer goods and food? Overall, what effect did this leader have on the quality of life of the Soviet consumer?**
5. **What did this leader do to change or preserve the ideology of Marxism in the former Soviet Union ?**

Reactions Chart

In the first column, list the leader and each of his major programs. Major programs are those that affected the lives of the Soviet people, such as those listed below.

Opposite the name of the leader or major program, place these individual Soviet citizens in the appropriate column on the chart:

consumer, factory worker, athlete, writer, artist, government employee, policeman, farmer, military commander, soldier, KGB officer, political or religious dissident

Leader/and Major Programs	Individuals who might **support** the leader or major program	Individuals who might **oppose** the leader or major program

254

Timeline

For each leader studied, create a timeline that shows when the leader took power and the dates of major programs and events. Use brief phrases to identify each major program or event.

The T-Chart

Construct a T-Chart with two headings as shown below.

List the economic programs and policies of each leader on the appropriate side of the chart. Note that not all of a leader's economic programs and policies will necessarily be on one side of the chart.

Place the leader's name on the side of the chart where the majority of his economic programs and policies have been listed.

Military and Heavy Industry Command Economy Restrictions	Consumer Goods Market Economy Freedom

255

Individual Written Assignments

Each student-worker must complete **all three** of the following:

1. Select one of the leaders studied. Make a list of the important programs or policies he introduced. Imagine yourself in the role of a Soviet citizen who would have either supported or opposed these programs or policies. Write a series of journal entries that express your feelings about these programs or policies.

   One example would be to imagine yourself as a peasant farmer during Stalin's time. The news has just come to you that your farm will be collectivized and that you will have to give your animals to the collective farm. Write down your feelings as you move onto the collective farm and/or as you and your family and friends resist collectivization.

2. Now imagine yourself in the role of a Soviet citizen who would have a point of view **opposite** to the one you took in your journal entries. Write the editorial or letter to the editor that this person might write about one of the leader's programs or policies.

3. Answer the three questions that you were asked to think about at the beginning of this study:

   How did the centrally planned economy influence economic growth in the former Soviet Union?

   What are the pros and cons of a centrally planned economy?

   In the former Soviet Union, how much effect did a single leader have on major economic decisions?

The factory manager will select students to work in pairs on editing the Individual Written Assignments. Use the **Editing Checklist** on page 10 of this booklet.

Editing Checklist

Content	Yes	No
• Do the **journal entries** clearly identify the writer's role and the leader and programs being discussed?		
• Do the **journal entries** present a definite position, either supporting or opposing the leader's programs?		
• Do the **journal entries** explain the writer's position effectively?		
• Does the **editorial** or **letter to the editor** express an opinion opposite to that expressed in the journal entries?		
• Does the **editorial** or **letter** to the editor support the writer's position effectively?		
• Are the **answers to the three questions** supported effectively with details from Soviet history and convincing arguments? **(Tell the writer where more detail may be required.)**		
Structure		
• Is the topic of each piece of writing clear? **(Tell the writer where the topic is unclear.)**		
• Are all supporting ideas arranged in logical order in each piece of writing? **(Tell the writer where the order is not logical.)**		
• Are ideas that do not support the topic avoided in each piece of writing? **(Tell the writer which ideas, if any, do not support the topic.)**		
Mechanics		
• Are inappropriate run-on sentences avoided? (Some may be used for effect.)		
• Are inappropriate sentence fragments avoided? (Some may be used for effect.)		
• Are all words spelled correctly?		

Give the writing and this checklist back to the writer, who will do a revised draft to be handed in to the Ministry of Social Studies for marking. You should have done everything you could to ensure that your comrade will earn as many of the individual.student-worker incentive points as possible.

Writer _____ **Editor** _____

Manager's Daily Report to the Ministry

Factory Name:_____ Date:_____

Student-workers:

_____ _____

_____ _____

_____ _____

Assignments:

Lenin _____

Stalin _____

Khrushchev _____

Brezhnev _____

Progress to Date:

Reactions Charts _____

Timelines _____

T-Charts _____

Individual Written Assignments _____

Rough Copies _____

Editing Checklists _____

Final Drafts _____

Manager's Signature _____

Social Studies Ministry: Record of Progress

Task	Factory Name				
	Moscow	Leningrad	Kiev	Gorki	Odessa
Assignments on pages 5 and 6 for each leader:					
Lenin					
Stalin					
Khrushchev					
Brezhnev					
Reactions Chart					
Timeline					
T-Chart					
Individual Written Assignments:					
Rough Copies					
Editing Checklists					
Final Drafts					

Examples of Projects Designed by Students as Alternatives to the Factory Assignment

In one Grade 9 class that piloted this unit, the teacher gave the students the option of completing the factory simulation or creating an alternative project to achieve the same goals. In consultation with their teacher, the students designed these projects for themselves:

1. One group chose to complete the original factory simulation.

2. One group chose to complete the factory simulation with some minor changes. They did not complete the T-chart. They felt this information had been covered adequately in other sections of the assignment.

3. One group constructed a computer simulation in which they each took the roles of factory managers and then simulated a real-life situation in Siberia.

4. One group researched the lack of availability of consumer goods in the former Soviet Union. The students scripted and videotaped a debate between a producer, a consumer, and a government official presenting different points of view about the scarcity of goods.

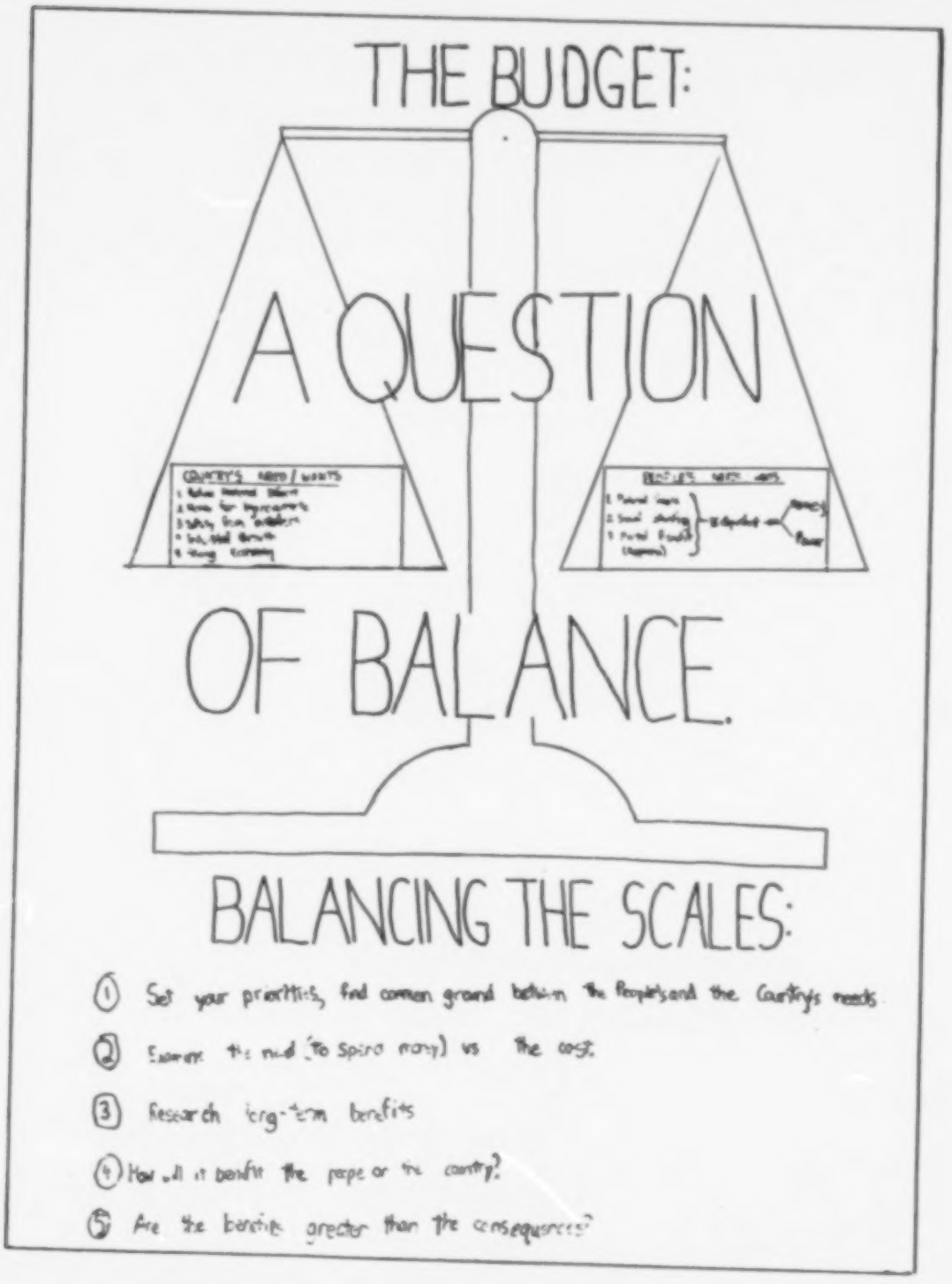
5. Two groups created Trivial Pursuit games in which the categories and questions were based on the economic and political system of the former Soviet Union.

6. One group chose to script and videotape a debate among Leonid Brezhnev, representatives of GOSPLAN, and labourers about the effects of Soviet policies on economic growth and the lives of the people.

7. One group created a Jeopardy Club package. It included a simulated radio broadcast of a Jeopardy game in which contestants from the Soviet Union and the United States displayed their knowledge o command and market economies. The package also included a photo album with collages representing the different leaders' ideas and influences on the former Soviet Union, a Jeopardy Club newsletter on the subject, and an audiotaped debate between the two contestants about the merits of command and market economies.

8. One group chose to develop a videotaped documentary using Lego characters. It showed the effect a leader has on the economy and the impact of central planning on the former Soviet Union. The students developed a script and then identified appropriate visual images to reinforce the concepts.

Part Two: Applying Diagnostic Evaluation and Instructional Strategies to Students' Work in Social Studies


THE BUDGET:
A QUESTION
OF BALANCE.
BALANCING THE SCALES:
(1) Set your priorities, find common ground between the Peoples and the Countrys needs
(2) Examine the need (to spend money) vs the cost.
(3) Research long-term benefits
(4) How will it benefit the people or the country?
(5) Are the benefits greater than the consequences?

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Summary of the Grade 9 Diagnostic Teaching Unit

The Diagnostic Teaching Unit for Grade 9 Social Studies concentrates on leadership and economic growth in the former Soviet Union. The unit begins with an introduction to basic economic concepts and then focuses more specifically on Marxism and Socialism in the former Soviet Union. Students investigate and draw conclusions about leadership and economic growth in the former Soviet Union. They also examine the impact of recent economic and political reforms on the lives of Soviet citizens. Students answer four main questions:

- How did the centrally planned economy influence economic growth in the former Soviet Union?
- What are the pros and cons of a centrally planned economy?
- How much effect have leaders had on major economic decisions made in the former Soviet Union?
- What effects have recent economic and political reforms in the former Soviet Union had on the lives of people living there?

Students are involved in a variety of group activities, including researching and reporting information about Soviet leaders. Students also complete individual written assignments: a journal, an editorial, and answers to questions.

In one class that piloted the unit, the students designed their own projects as alternatives to the factory simulation. These projects are described on page 197.

The Samples of Students' Work

The student work discussed in this section was collected from students in classes that participated in the pilot study of the unit, which was conducted before the breakup of the Soviet Union. At that time, Lesson Four concluded the unit. Because Lesson Four

encompassed a range of activities, including alternative assignments designed by one of the pilot classes, the samples of student work discussed here have been selected from it.

One student, Michael, was selected as a prime focus so that we could illustrate how a teacher would conduct on-going diagnostic evaluation of a student's learning and communication processes. (Pseudonyms have been used to ensure the anonymity of the students who have allowed us to use their work.)

Suggestions for Exploring the Text

The samples of students' work are presented on the left-hand pages. Our observations and evaluations of the students' learning and communication processes, and our suggestions for appropriate follow-up instructional activities, appear immediately after each sample. Our discussion incorporates the diagnostic observations and evaluations provided by the students' teachers.

Try doing your own analysis of the processes in the students' work and making your own suggestions for instructional activities

Before reading our commentary, you may want to read the samples of students' work and record your own observations and evaluations of their learning and communication processes. You could use a blank Observation/Profile Sheet to do this or simply make notations in the margins. We have left space for you to make your own suggestions for appropriate instructional activities for the students.

It will be helpful to work through this process collaboratively with another teacher, if you can. As you compare your own observations and evaluations with those of your colleague and with ours, you will probably find many similarities. However, you may find some differences, too, because each of us brings a personal context to the observation and evaluation of students' learning and communication processes. By examining the similarities and differences in our individual observations and evaluations, we extend and refine our understanding of the learning and

communication processes, students' abilities to display them independently, and the steps we can take together to further growth in these processes.

Choose an approach that serves your purposes

Our presentation and discussion of the students' work follows the sequence of assignments in Lesson Four in the Diagnostic Teaching Unit for Grade 9. You may wish to read and discuss the samples of students' work in the order in which they are presented as you do the lessons with your own class. Or, you may want to focus more selectively on different kinds of student work for different purposes. For example:

- If you want to follow the development of Michael's learning and communication processes through several related activities in the unit, read pages 204–220. A summary and profile of Michael's learning and communication processes demonstrated in this unit begins on page 221.
- If you want to examine the students' learning and communication processes in the alternative assignments they designed, read pages 229 to 260.
- If you want to see how the learning and communication processes might be demonstrated in students' small group discussions, begin on page 232.
- If you want to examine students' learning and communication processes in various kinds of journal writing, consult pages 212 and 250.
- If you are interested in looking at students' learning and communication processes in writing assignments intended for a wider audience, look on pages 214, 217, 232 and 254.

- If you would like to see how the learning and communication processes might be demonstrated in students' visual communication, consult pages 254 to 260.

Michael's and Karen's Definitions of Terms Related to the Study of Lenin:

Michael's definition:

Bolshevik: a member of the radical political party that believed that a Russian revolution would best be carried out by a "small group of carefully trained professional revolutionaries" instead of a large population of party members. The Bolsheviks believed that the workers and peasants should join together to overcome tsardom and establish a Socialist government in Russia.

Karen's definition:

Bolshevik: The Bolsheviks had a common program to bring about a change in Russia through revolutionary action. The Bolsheviks were the only communist party in the Soviet Union.

Lesson Four: The Social Studies Factory—Definitions

Factory simulation assignment

In this lesson, students adopted the roles of factory workers whose duty was to complete several assignments related to Soviet leaders and their individual influences on economic decision-making. Michael and Karen, students from two different classes piloting the unit, were each assigned to do research on Lenin. The first part of the assignment was to define terms associated with the leader.

Michael's definition shows independence in exploring and narrating

Michael's definition of Bolshevik displays independence in **exploring** and **narrating**. He read the relevant information from various sections of the text and summarized it in his own words. His definition accurately explains the beliefs of the group.

Karen's definition indicates difficulty in exploring and narrating

Karen's definition of Bolshevik indicates some difficulty in **exploring** and **narrating**. She is able to find the information in the textbook, but has difficulty selecting what is relevant to her definition. The textbook refers to the Bolsheviks and the Mensheviks, who had common beliefs but differed about how they should be realized. Although both groups belonged to the Social Democratic Party of Russia (as the country was called then), Karen erroneously refers to the Bolsheviks as the only communist party.

Michael's definition:

NEP: stands for the New Economic Policy, which was a mixture of private enterprise and socialism. It included the re-introduction of limited private enterprise, while the government continued to own the land and manage major industries, banks, foreign trade and transportation.

Karen's definition:

New Economic Policy: when the loyal sailors at the Kronstad navel base revolted in 1921 the policies of war communism were abandoned. The country needed new policies. These became know as the New Economic Policy.

Michael's definition shows less independence in exploring and narrating

As Michael moves through the definitions, he begins to show much less independence in **exploring** and **narrating**. His definitions become less accurate, and when he reaches New Economic Policy (NEP), he copies directly from the textbook. Perhaps he finds it difficult to draw upon his own language resources because there are few details in the textbook about this policy.

Karen's definition shows similar difficulty in exploring and narrating

Karen also takes her definition of New Economic Policy directly from the text but is not accurate in her assessment of what is important. She limits her **exploring** to the first mention of the New Economic Policy in the text and copies that information. She does not consider whether she has actually defined the term, perhaps indicating a need for more control over **monitoring**, too.

Further observation and evaluation needed to make a decision about the students' independence in exploring and narrating

Their work on this assignment suggests that both students may have difficulty effectively using **exploring** and **narrating** when they encounter new information. However, before making a definite decision about their independence with these two processes, we need to see how well they can use them in other learning activities.

Modifying the assignment might encourage more exploring, narrating, and monitoring of understanding

Perhaps the assignment actually constrains the students' **exploring** and **narrating** abilities. It may suggest that a definition for the term can be found readily on one page and summarized easily. The students may need help to identify the larger context for the term (a paragraph, page, part of a chapter) and the strategies that would help them **explore** and **narrate** the information (constructing a concept map or some other visual representation, for example). Working in pairs, rather than alone, might have encouraged more **exploring**, **narrating**, and also **monitoring** of meaning.

Michael's and Karen's Responses to Questions About Lenin:

Michael's response:

Lenin did several things to gain power. He first got the support of the people by his public views (while in exile) about ending the war, giving land to the peasants, and forming a new socialist government in Russia that would form a classless society. He then waited for the correct time in which he and the Bolsheviks were to overthrow the provisional government (which was when the striking and spontaneous revolutions occurred by the peasants) in which he sent detailed plans which were to be carried out on Petrograd.

Karen's response:

Lenin overthrew the provisional government.

Answering questions about the leader

In the second part of the factory assignment, the students responded to five questions about the leader they were researching. Michael and Karen answered the questions about Lenin. The text contains extensive, complex information about Lenin's term as leader, from the events leading to the revolution through his rise to power. To answer the five questions, the students had to draw information from various sections. Michael's and Karen's answers to the first question, "What did this leader do to get power?" are typical of their responses to the five questions.

Michael's response shows independence in exploring, narrating, and abstracting; but also a need to empathize and monitor more carefully

Michael's answer demonstrates independence in **exploring**, **narrating**, and **abstracting**. He has extracted key ideas from the textbook, including the fact that Lenin planted the seeds of revolution while in exile and then waited for unrest in the country to set the context for his next move. Michael orders the details logically. Although his word choice and structure are sometimes awkward, indicating a need to attend more carefully to **empathizing** with the reader and to **monitoring** the effectiveness of his communication, his tone is that of a confident writer. A sample Observation/Profile Sheet for Michael, summarizing our observations of his learning and communication processes up to this point and presenting tentative evaluations of his independence in them, is provided on page 210.

Karen's response indicates she needs assistance to use exploring and narrating in reading and writing

Karen is able to correctly identify the main event that brought Lenin to power but displays an inability to **explore** and **narrate** related information or to use **abstracting** to draw conclusions regarding what Lenin actually did to gain power. Our analysis of the first two assignments indicates that Karen needs assistance to use **exploring** and **narrating** effectively in her reading and writing assignments. Some instructional activities that might help Karen are suggested on page 211.

OBSERVATION/PROFILE SHEET (FORM TWO)

Communication mode/situation/topic: ***Definitions and Responses to Questions*** **Date:** ***February 6 and 8***
Name/Class: ***Michael***

Process	Examples/anecdotal comments/tally marks	I		A		Date
		C	F	S	M	
Exploring (discovering personal knowledge and making new connections) remembers, asks, guesses, "tinkers," "digs," researches, manipulates, experiments	***Definitions:*** *Inconsistent—sometimes showed independent ability; sometimes copied from text*			✓		Feb. 6
	Responses to questions: *Ability to explore and connect information from different parts of the text*		✓			Feb. 8
Narrating (telling about experiences in order to organize them and to understand their significance) selects, recounts, orders, reports, shares	***Definitions:*** *Inconsistent—sometimes used own words effectively to summarize; sometimes copied from text*			✓		Feb. 6
	Responses to questions: *Selects relevant ideas and orders them logically*		✓			Feb. 8
Imagining (creating and transforming mental images) compares, describes, visualizes, "dreams," uses metaphor, translates ideas into another medium, envisages a successful performance	*Not observed*					
Empathizing (understanding the perspectives of others) trusts, respects, accepts, encourages, paraphrases, takes on role, listens actively	***Responses to questions:*** *Has a confident writing voice; word choice and structures sometimes awkward*		✓			Feb. 8
Abstracting (moving beyond concrete thought) classifies, generalizes, hypothesizes, theorizes, symbolizes, evaluates, justifies, supports	***Responses to questions:*** *Understands Lenin's strategy for inciting revolution—some ability to generalize*		✓			
Monitoring (regulating thought, language and action) checks understanding, reconsiders, plans, decides, adapts, facilitates, persists	***Definitions:*** *Showed independence when he used his own words but didn't persist*			✓		Feb. 6
	Responses to questions: *Showed understanding; needed to check and revise word choice and structure*		✓			Feb. 8

Suggested Instructional Activities (Karen):

- Help Karen identify and organize what she already knows about the topic. Then help her develop questions of her own that will establish a purpose for her reading.

- Ask Karen to write a series of journal entries pretending that she is Lenin writing about his rise to power and his major accomplishments. This would enable her to move from **exploring** through **narrating**, **imagining**, and **empathizing**, and would help her to establish a context for the kind of **abstracting** required to answer the questions.

Jot down your own suggestions here:

Michael's Journal Entries Opposing Stalin's Policies

Entry 1:

I DON'T UNDERSTAND. Today we received information that we would have to move onto a collective farm. It's so unfair! They dwindle the chance for individual "wealth" and then pull it away, just because we seem behind other countries. The government came to power because of people like us. The peasants. Why must we catch up to the western countries in ten years when we are behind one hundred? It's ludicrous! (and we take the slack!)

They promised us all our fair share, and now that we have it, they want something different. It should be our choice. These collective farms will just pull everyone down.

Stalin must be crazy. We may have been better off with Trotsky. I can't understand how a leader's own vision of power can undermine his responsibility to protect all of us so that we are all prospering as a whole (which we were already achieving). Is that after all not the Communist philosophy? Stalin is not true to the cause. He is a traitor in himself, and to all of those who thought he could carry out Lenin's ideals to the extent that they should be. Traitor, traitor, TRAITOR!

Entry 2:

We are in the final stages of changing to the collective farms, handing over the animals to the state. I am worried about what will happen to my family! If I could meet Stalin face to face, I would give him a piece of my mind. But who am I kidding, I would be killed much like my neighbor who burned everything and was charged and killed. What will happen? does Stalin and the police really know about my hate? If they do, I may not live to see tomorrow.

Entry 4:

The farm is a wreck, with the dead animals and smoke in the stale air, the place of my birth looks like a nightmare! But it is worth it to imagine the look of the police and followers of that man when they see that they can control everything, but the human will . . .

Entry 5:

I am sitting in my cell waiting to be executed, yet I am still able to laugh in the face of my oppressors. They will never see the confirmation of me conceding in my lifetime! I will die an honorable man.

Journal writing assignment

For the first individual writing assignment, the students wrote a series of journal entries in which they assumed the role of a Soviet citizen living during the time of one of the leaders being studied. Michael took the role of a peasant who opposed Stalin's policies. Four of the five journal entries he wrote are presented on page 212.

Michael's journal entries show independence in all six processes

Michael's choice of the role of a citizen living under Stalin's regime indicates a willingness to take a risk because he must explore the impact of another leader's policies in addition to those of Lenin. His independence in **exploring** is also evident in his experimentation with word choice. Although he uses *dwindle* where *dangle* would have been more accurate, his use of *ludicrous*, *oppressors* and *conceding* is precise and effective.

Michael's skill in **narrating** is displayed in his selection and integration of historical references to Trotsky, Lenin, and Stalin. Michael **imagines** and conveys the peasant's feelings (frustration, anger, determination, triumph) as he faced the prospect of losing his farm and the repercussions of his opposition to Stalin. Michael points out the irony of the situation and uses details and figurative language to tell the peasant's story.

Michael needs only a little help in monitoring to identify and correct a few errors in structure and conventions

Michael can **empathize** with those who lost their land and lives during Stalin's regime. He can also empathize with his readers. The language is appealing in many instances, and although there are a few awkward sentences in the third paragraph of Entry 1, Michael has **monitored** the accuracy of his writing quite carefully. Except for one error in capitalization and one in agreement in Entry 2 and a run-on sentence in Entry 4, he has observed the conventions of written language.

Michael shows independence in **abstracting**. He includes specific references to Soviet leaders and to Stalin's policies in particular to help us understand the situation and the peasant's feelings.

Michael's Editorial Supporting Stalin's Policies:

What is Stalin Really doing anyway?

For some reason this seems to be the question I am yelled at most with, and it really upsets me. I though it was time that people learned what was really happening today.

Stalin should be praised for his ambitious and defined vision of the future. He sees a major world power, and a prospering country that will soon have enough riches that all would be well off. Even though it is not completely point for point on the Communist ladder of development, there is always room for adaptability.

Thank goodness for this new man willing to change the country for not immediate good and for popularity, but for long-term stability and for future wealth and foundation. What more can a leader do?

Many of the peasants and the farmers only see the first impact of the change as a standard for the entire future, but they don't see the benefits that a well educated man like our leader sees. Disciplinary measures are needed only because of the lack of cooperation from the farmers. Those who obey find themselves receiving the treatment they deserve.

Stalin is a man of vision, strength, and determination. He is to be a hero to all of us and will one day be hailed as the man who made history.

Editorial writing assignment

The second part of the individual writing assignments required students to write an editorial or letter to the editor expressing an opinion different from the one they took in their journal entries. Because Michael had adopted the role of a peasant critical of Stalin's policies in the journal entries, he had to support those policies in this writing.

Michael's editorial displays less independence but potential strengths in some processes

Michael shows much less independence in the learning and communication processes in this piece of writing. However, he does demonstrate potential strength in all the processes. For example, there is evidence of some preliminary **exploring** and risk-taking with language. There is a definite, forceful stance in the writing, and some effective choices—*ambitious and defined vision of the future, long-term stability,* and the euphemistic *disciplinary measures.*

There also indications of **imagining**, **empathizing**, **abstracting**, and **monitoring** in the writing. Michael uses an apt metaphor—*the Communist ladder of development.* With the exception of the first paragraph, the tone is appropriately formal. In the second and fourth paragraphs, Michael shows an awareness that he must take account of opposing points of view. The conclusion might have been powerful if preceded by a more convincing argument. The mechanics of writing are generally accurate.

Michael may have had some difficulty **imagining** himself in the appropriate role and **empathizing** with his audience's need for a carefully crafted argument, supported with specific facts, details, and reasons. It may be easier for a student to imagine himself opposing rather than supporting a leader who is generally considered to have been a tyrant. It might have helped if the assignment had specified more precisely the role of someone who would be inclined to support Stalin's policies—an editor who feels compelled to do so because he knows what happens to those who oppose Stalin or a party member who wants to advance his own position, for example.

Michael needs an opportunity to revise his editorial

Michael's editorial is not ready for summative evaluation. He should be encouraged to revise it, building on the potential strengths evident in the writing. Some specific suggestions are offered below.

Suggested Instructional Activities (Michael):

- Help Michael identify the potential strengths in the learning and communication processes in what he has written.
- Ask him to read Garth's editorial (presented on page 217) and explain what Garth has done to support his position. Then ask Michael what changes and additions he needs to make in his own editorial so that his arguments will be more convincing.
- Ask Garth to read Michael's draft and tell him what changes and additions he needs to make to support his position more effectively.
- Ask Michael (or another student) to imagine that he is Stalin, reading the editorial Michael has written about his policies. What would please him? What specific facts and details would he want to see mentioned in the editorial?

Jot down your own suggestions here:

Garth's Editorial Supporting Stalin's Policies:

November 22, 1932, Kiev daily press
Editor's column:

I would like to reflect today, on the drought in the Ukraine and Joseph Stalin's Five Year plan. Even though the drought has taken away some productivity, reports of a full-blown famine in rural areas are overblown, and spread by people who oppose the excellent system of Communism. The small amounts of people who are dying are dying because of the drought, and this problem is being repaired, and will just take time to fully heal. The food shortage is coming to an end, as peasants have large private plots to grow their own food. The Five Year Plans are extremely successful in agriculture and industry, proven by the fact that the Soviet Union is becoming one of the major world powers in military strength, and in economic strength. Heavy industry is growing quickly, along with agriculture, and many new cities have been built. The Soviet people are becoming educated, and the Soviet Union's future, under Stalin's leadership, is extremely promising.

Reports that the OGPU (secret police) are arresting millions is another ploy used by the resistance leaders, to cause chaos. The people who are being arrested are those who refuse to help their fellow citizen by performing his simple tasks, or those who oppose Communism, and want to create economic anarchy in our great country. The quality of life in the Soviet Union is very high, and all because of Joseph Stalin. Farmers have tractors on their farms, and agricultural production is growing quickly. Stalin, who is working under heavy pressure from all sides, is doing a tremendously great task, and has the support of the majority. Look how Communism has turned the Soviet Union from a backward, tsarist state where the majority of people are ruled by the nobility, into a classless society which is rapidly becoming a great world power. Eastern Russia is being quickly explored and developed to make full use of our country, and those who have been moved to that area enjoy a great quality of life, in farming for our society, and developing new factories which are making the Soviet Union tremendously powerful. I think that we all should take time out of every day to think of how Stalin has improved our country as a whole.

The Editor

Michael's Answer to Questions:

Question: How did the Centrally Planned Economy influence economic growth in the former Soviet Union?

Michael's answer:

The economic growth of the Soviet Union was greatly impacted by the fact that it was a Centrally Planned Economy in that all the decisions were basically made by a small group of people. This at times slowed and quickened the pace of growth of the economy depending on the objectives of the small group of people and their organization, persistence, and ability to plan ahead.

The questions

In the final writing assignment, the students answered the three questions that were the focus of the factory simulation (see page 185 and 193). The questions were designed to encourage the students to formulate and evaluate generalizations based on the information they had examined in the previous learning activities of Lesson Four. Michael's answer to the first of these questions is presented on page 218. It is representative of his responses to these questions.

Michael needs assistance to persist in his exploration of an insightful idea

Michael's answer indicates that he was unable, or perhaps unwilling, to persist beyond a superficial exploration of ideas in response to the question. At the same time, the second sentence has a promising generalization. Michael suggests that a centrally planned economy can either facilitate or impede economic growth, depending upon the motives and skills of the small group controlling the economy. Unfortunately, he does not elaborate upon this idea.

As was the case with the editorial he wrote, we are left with the feeling that Michael has much more insight than his answer shows. He seems to need encouragement to work through the processes of **exploring**, **narrating**, **imagining**, and **empathizing** to set the stage for **abstracting**. Like the editorial, this piece of writing should be regarded as a work in progress which can be further refined.

A more clearly defined writing role and purpose might help Michael become more engaged in the assignment

Michael seems to display his independence in in the six processes most explicitly when he has a clearly defined writing role, as in the journal entries when he wrote in the role of a peasant. In that situation, he was able to make the writing his own, not just a task he was required to do for his teacher.

Perhaps Michael could become similarly engaged with this writing assignment if he had an interesting writing role and purpose. He could, for example, assume the role of a

journalist assigned to do a feature story about centrally planned economies. He could imagine himself interviewing a senior citizen who had lived through periods of both economic growth and stagnation in the former Soviet Union. (It is conceivable that Michael might be able to find and interview a person who had actually lived in the former Soviet Union during these periods of economic change.) To construct the interview questions, Michael would have to draw upon the knowledge he had acquired about centrally planned economics in this lesson's activities. His interview questions could encompass the three central questions posed at the beginning of Lesson Four.

Summary and Profile of Michael's Learning and Communication Processes

Analysis of Michael's work has included definitions, answers to questions, journal entries in a fictional role, and an editorial

We have examined samples of Michael's written work in a variety of learning situations: definitions of terms associated with Lenin's leadership, responses to questions about Lenin's leadership, a series of journal entries from the perspective of a peasant who opposed Stalin's policies, an editorial supporting Stalin's policies, and answers to questions central to the study of Soviet leadership and economic growth.

Cumulative evaluation of Michael's learning and communication processes in terms of the Descriptive Scales will show us the level of independence he has displayed in the four key indicators of each process

We have recorded our observations and tentative evaluations of Michael's learning and communication processes in these samples of his work. Now we will use the Descriptive Scales discussed earlier in this handbook to evaluate more precisely Michael's level of independence in the four key indicators of each process. For each key indicator, we have selected the criterion level (Consistently Independent, Frequently Independent, Needs Some Assistance, Needs Much Assistance) and the corresponding description that best expresses what we have observed about Michael's level of independence. The resulting profile of Michael's learning and communication processes is presented on page 228. In the discussion that follows, we summarize the evidence that supports each evaluation and the instructional activities that were suggested to help Michael build on his strengths and improve in areas where he seems to need assistance.

EXPLORING–becomes aware of prior knowledge, feelings, and values

This key indicator was not observed in the samples of Michael's work we examined. However, this does not mean that Michael was incapable of demonstrating it. It may be that the learning activities of this lesson did not lend themselves to a demonstration of this key indicator or that Michael displayed his abilities in situations that were not observed and recorded. The limitations appear to be those of the data rather than the student.

EXPLORING—frames questions; searches for additional information

Frequently Independent—Michael searched available sources but required reassurance or assistance with some assignments. He showed independence in this aspect of **exploring** most explicitly in his answers to questions about Lenin's leadership, which integrated information from different parts of the textbook. His independence was also implicit in his decision to do an assignment based on Stalin's leadership rather than limit himself to researching only one leader. However, some of his other work (the definitions, editorial, and answers to key questions) suggested that Michael needed assistance to apply this aspect of **exploring** consistently.

EXPLORING—connects new with prior knowledge, feelings, and values

This key indicator was not observed explicitly in Michael's work. The samples collected do not give us a clear indication of Michael's own viewpoints. Perhaps it is implied in the journal entries he wrote in the role of the peasant who opposed Stalin's policies. He seemed to empathize closely with the character he created. If this character reflected Michael's personal feelings, then the generalizations in his editorial and his answer to the question regarding the impact of centrally planned economies may indicate an ability to consider other viewpoints in light of new ideas.

EXPLORING—takes calculated risks where appropriate

Frequently Independent—Michael acted on inconsistent or incomplete data where appropriate but seemed to need reassurance or assistance in some instances. He demonstrated his independence through his decision to do assignments based on Stalin, even though his previous research had concentrated on Lenin. It was also evident in effective word choices and the confident tone of most of his assignments. Two of his assignments (the editorial and answers to questions about a centrally planned economy) indicated that Michael was aware of opposing, complex points of view but needed encouragement to develop his ideas more fully.

NARRATING—uses time and space to organize remembered experience and information

Frequently Independent— Michael shared experience and information in a generally coherent way. Three assignments (the definitions, answers to questions about Lenin,

and journal entries) provided convincing evidence that Michael could select relevant ideas, order them logically, and integrate them effectively in his writing. He seemed to need assistance to apply these abilities to his editorial and his answers to questions about centrally planned economies.

NARRATING—relates experience within and across subjects to clarify concepts

This key indicator was not observed in the samples of Michael's work we examined. If Michael had been helped to select an appropriate writing role and purpose and encouraged to revise his work, we might have seen it in his response to questions about a centrally planned economy, which required a comprehensive analysis of the information gathered in the preceding activities of Lesson Four.

NARRATING—uses anecdotes in sharing experience

This key indicator was not observed extensively in Michael's written work. There were intimations in his journal entries, though, of Michael's ability to create anecdotes in the role of a peasant opposed to Stalin's policies. Perhaps if the assignments requiring an editorial and answers to questions about a centrally planned economy had been adapted to give Michael a more defined writing role and purpose, we might have seen clearer indications of his independence in this aspect of **narrating**.

NARRATING—values and enjoys sharing experience, real and vicarious

Frequently Independent—Michael's written work often indicated an interest in sharing what he had learned about Soviet leadership and economic growth. Even in assignments that were not fully developed, there was an energetic tone in the writing and an obvious attempt to choose vivid, precise words. He needed encouragement to apply this strength consistently to all his assignments.

IMAGINING—creates images and conveys associated feelings

Frequently Independent—Michael selected details and conveyed feelings most effectively in the journal entries he wrote in the role of a peasant. His independence in this aspect of **imagining** was also apparent, though to a lesser extent, in the editorial he wrote. With some guidance in making revisions, he might have

demonstrated his ability equally in this assignment.

IMAGINING—transforms images

This key indicator was not observed explicitly in Michael's work although there were indications of his potential ability to transform images in the contrasting pictures he created of Stalin in the journal entries (traitor) and the editorial (hero).

IMAGINING—imagines self in different situations, places, or times

Frequently Independent—Michael was able to imagine himself in some unfamiliar contexts. He did this most successfully as the peasant in his journal entries. He was less able to imagine himself in the role of editor supporting Stalin's policies. Nevertheless, he did achieve a confident, formal tone in this writing, and with some help to define the role and the purpose more precisely, he might have been able to construct a more convincing argument.

IMAGINING—uses figurative language

Frequently Independent—Michael used some figurative language to enhance meaning, most noticeably in the peasant's journal entries, but also in his editorial. Perhaps if he were helped to become more consciously aware of this strength in his writing, he could apply it more consistently and with greater effect in his assignments.

EMPATHIZING—shifts attention away from self while communicating

This key indicator was not observed in the work we examined. We would need to see Michael interacting with others in a discussion or responding to suggestions for revising his writing in order to evaluate his independence in this aspect of **empathizing**.

EMPATHIZING—reserves judgment and disbelief where appropriate

Consistently Independent—Michael's written work showed that he reserved judgment and disbelief in most situations. He approached his examination of Soviet leaders and a centrally planned economy with an open mind and an interest in learning about them. His editorial and his response to questions about a centrally planned economy, while scant in supporting detail, gave evidence of complex insights into the successes as well as the failures of this system.

EMPATHIZING—selects language that takes audience into account	**Consistently Independent**—Michael varied his language to suit many different situations. Although the content was sometimes inadequate, the language Michael selected was mature and appropriate to the audience for each piece of writing. He varied his sentence structure effectively and selected precise vocabulary.
EMPATHIZING—takes on the role of another	**Frequently Independent**—Michael used language most successfully when he was the peasant who refused to surrender his farm, he had some success as an editor supporting Stalin's policies, and he used language least successfully in his answers to questions. In the latter assignments, Michael seemed to need help to establish a role and a purpose that would engage him more fully in the writing.
ABSTRACTING—supports generalizations	**Needs Some Assistance**—In his journal entries, Michael used specific details to establish the situation and create a context for the peasant's assessment of Stalin's regime. However, in his editorial and answers to questions about a centrally planned economy, there was a lack of substantiating evidence to support his generalizations. He needed help to become sufficiently engaged in the topic to pursue it beyond the level of **exploring**.
ABSTRACTING—applies generalizations	**Needs Some Assistance**—Michael made some predictions but in some instances, seemed to need help to give convincing explanations. The extent to which he demonstrated an ability to make predictions may have been limited by the topic and the assignments. Nevertheless, he did make some plausible predictions—about the outcome of opposing Stalin and about how Stalin would be regarded by different groups of people in the Soviet Union. His ability to give adequate explanations, like his ability to support generalizations, seemed to depend upon the extent to which he was engaged in the writing task.

ABSTRACTING—evaluates soundness and significance of generalizations	**Frequently Independent**—Although he did not pursue his insights in sufficient depth, Michael demonstrated an ability to examine generalizations from an alternate perspective. He could see that Stalin's policies and actions could be viewed from two different perspectives. He also showed an awareness that the effectiveness of a centrally planned economy depended upon the abilities and motives of those who controlled it.
ABSTRACTING—uses symbols	This key indicator was not observed. It may be that the learning activities of this lesson did not lend themselves to a demonstration of this skill.
MONITORING—sets goals for learning and communication	**Frequently Independent**—Michael set some realistic goals related to learning and communication within the scope of the learning activities assigned. This was most apparent in his decision to base some of his assignments on Stalin's regime rather than restricting himself to a study of Lenin. His written work also showed that he checked the accuracy of conventions (spelling, punctuation, and grammar) quite carefully.
MONITORING—plans strategies for communication	**Needs Some Assistance**—Michael seemed to need help to identify strategies for learning and communication beyond those specified in the assignments. When he was unable to find a great deal of information in his textbook, he copied what was readily available rather than search out other sources of information. He seems not to have recognized that he needed help with the last two assignments.
MONITORING—adjusts goals and strategies for learning and communication	**Needs Some Assistance**—Michael also seemed to need help to adjust his goals and strategies in response to changes in the communication context. He does not seem to have recognized that he needed to examine models and review the purpose and structure of editorials. When he was not given a specific writing role, he seemed unable to devise one for himself that would maintain his interest in the writing.

MONITORING—facilitates learning and communication and perseveres

Frequently Independent—Generally, Micnael maintained interest in his writing assignments in spite of the difficulties he encountered. Although he sometimes copied information from the textbook and appeared to bog down in the final assignment, he examined the influence of two Soviet leaders, and overall his written work displayed an interest in the topic and a desire to express ideas effectively. He might easily be encouraged to revise the last two assignments where his potential independence in learning and communication processes was not quite realized.

Michael's profile

On the next page, you will find a cumulative profile of Michael's independence in the four key indicators for each of the six learning and communication processes.

OBSERVATION/PROFILE SHEET (FORM FOUR)

DATE: _____ **NAME:** Michael's Profile

	Process	Observations	I C	I F	A S	A M
Exploring	becomes aware ...		NOT OBSERVED			
	frames questions ...	*Searches available sources but may require reassurance or assistance*				
	connects ...		NOT OBSERVED			
	takes calculated risks	*Acts on incomplete/inconsistent data but sometimes seemed to require reassurance*				
Narrating	uses time and space ...	*Shares experience and information in a generally coherent way*				
	relates experience ...		NOT OBSERVED			
	uses anecdotes ...		NOT OBSERVED			
	values and enjoys	*Indicates interest in sharing experience*				
Imagining	creates images ...	*Selects some effective details and conveys some feelings*				
	transforms images ...		NOT OBSERVED			
	imagines self ...	*Imagines himself in some unfamiliar contexts*				
	uses figurative language	*Uses some figurative language to enhance meaning*				
Empathizing	shifts attention ...		NOT OBSERVED			
	reserves judgment ...	*Reserves judgment and disbelief in most situations*				
	selects language ...	*Varies language to suit many different situations*				
	takes on the role ...	*Uses language that suggests the appropriate role*				
Abstracting	supports generalizations	*Seems to need help to become sufficiently engaged in some writing tasks to support and explain generalizations*				
	applies generalizations					
	evaluates soundness...	*Examines generalizations from an alternative perspective*				
	uses symbols		NOT OBSERVED			
Monitoring	sets goals ...	*Sets some realistic goals related to learning and communication*				
	plans strategies ...	*Needs help to identify and plan strategies for learning and communication*				
	adjusts ...	*Needs help to adjust goals and strategies in response to changes in communication context*				
	facilitates ...	*Maintains interest in spite of difficulties*				

COMMENTS (use back of sheet)

Lesson 4: Negotiating Alternative Assignments

Students wanted to design their own assignments

One of the classes that piloted the Grade 9 Diagnostic Teaching Unit designed some creative alternatives to the factory simulation in Lesson Four. As the students discussed the original assignment with their teacher, some indicated that they would like to try their own approach to the study of a centrally planned economy and the impact of Soviet leaders on economic growth.

Students consider alternatives

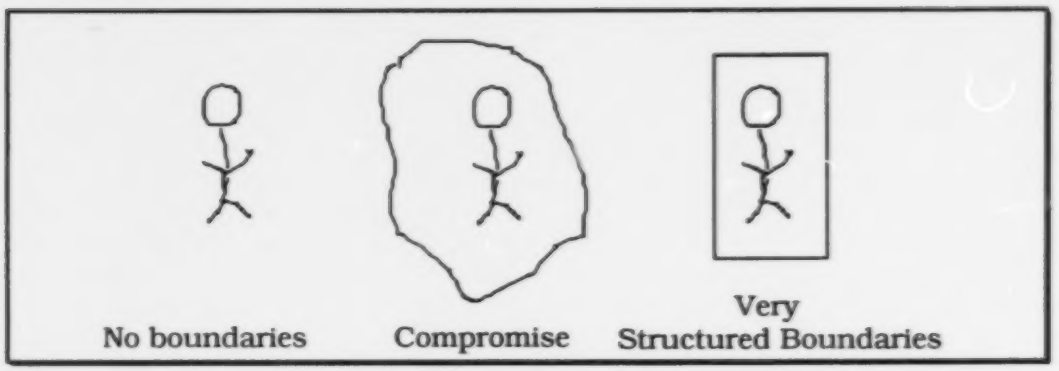
One student began to see possibilities for extending the factory simulation. He proposed an alternative that would challenge students to design their own method of answering the three questions: "I wonder, wouldn't it be a bit more beneficial if we had to, say, represent an industry or something, like, instead of producing this research, we had to produce, like . . . how to set our quotas and produce a set amount of goods representing something so we could sort of see how the agricultural system would work, and then by doing that we'd also fill in other things?"

The student explained why this would be more challenging for him: "you could research more what you were interested in and your research would be, you know, more of what you actually see in the Soviet Union . . . ." Other students agreed that the factory simulation was a good idea but felt that they would like to choose their own way of expressing what they learned about the topic.

The teacher asked the students to develop a plan for an assignment that would demonstrate their understanding of the concepts in the three main questions on page 193. They could choose to do the original factory simulation assignment, make minor changes to it, or design something completely different.

Negotiating the boundaries of the assignment

The teacher asked each group to present their suggestions to the rest of the class. One student suggested that they should be able to do whatever they wanted. Others in the class recognized that this approach could be a problem because with no structure, it would be difficult to evaluate. One of them drew the following diagrams on the chalkboard to explain the need for compromise:



The diagram on the left represented the suggestion that students design an alternative without any restrictions. The diagram on the right illustrated the students' perception that the assignment in the unit plan was quite restrictive. The diagram in the middle depicted a compromise between the two—a flexible structure for the assignment. The students agreed that the compromise position made sense.

Before the students began working on their assignments, they submitted a plan for the project that included:

- names of group members
- specific details of what they were going to do and how it would be organized
- timeline for completing the project
- resources needed
- criteria for evaluation

These plans became the basis for further negotiation between the teacher and each group.

This planning session gave the students and the teacher the opportunity to develop a mutually agreeable approach to the assignment. It also gave the teacher an opportunity to model effective learning and communication processes. And it gave the students an opportunity to practise and refine their use of the six processes. On the next page, we summarize our observations of their learning and communication processes. Then we discuss excerpts from two of the student-designed projects for Lesson Four.

OBSERVATION/PROFILE SHEET (FORM ONE)

Communication mode/situation/topic: Negotiating an Alternative Assignment

Date: March 1991

Name/Class: Grade 9 Humanties

Process	Examples/anecdotal comments/tally marks	I		A	
		C	F	S	M
Exploring (discovering personal knowledge and making new connections) remembers, asks, guesses, "tinkers," "digs," researches, manipulates, experiments	*Students and teacher were willing to take a risk, experiment with alternatives, and extend the boundaries of the original assignment to make it personally relevant*				
Narrating (telling about experiences in order to organize them and to understand their significance) selects, recounts, orders, reports, shares	*Students shared their suggestions with one another and recounted previous experiences with group work (both successful and unsuccessful)*				
Imagining (creating and transforming mental images) compares, describes, visualizes, "dreams," uses metaphor, translates ideas into another medium, envisages a successful performance	*Students envisioned and described alternative approaches to the assignment, including the medium they would use to express what they learned*				
Empathizing (understanding the perspectives of others) trusts, respects, accepts, encourages, paraphrases, takes on role, listens actively	*Students accepted and showed respect for the perspectives of others (the unit planners, their classmates, their teacher)* *The teacher modelled this process for the students—listened actively to their concerns, accepted their suggestions* *Students and teacher negotiated a compromise acceptable to both*				
Abstracting (moving beyond concrete thought) classifies, generalizes, hypothesizes, theorizes, symbolizes, evaluates, justifies, supports	*Students supported and justified their proposal to design their own assignments to meet the objectives for Lesson Four* *One student created visual symbols to illustrate a compromise position*				
Monitoring (regulating thought, language and action) checks understanding, reconsiders, plans, decides, adapts, facilitates, persists	*Students planned an assignment that would meet the objectives for learning, and set goals and planned strategies for achieving them* *Students adapted their plans to include criteria for evaluation and other requirements negotiated with the teacher*				

COMMENTS (use back of sheet)

Alternative Assignment: Role-Playing a Debate About Soviet Policies and Economic Growth

Students played the roles of Soviet officials and workers

One group of students in this Grade 9 Humanities class decided to write and videotape a debate about the impact of Soviet policies on economic growth and the lives of people. The student played the following roles in the debate:

- the USSR delegate to the United Nations, who acted as moderator
- Leonid Brezhnev
- two members of the GOSPLAN
- four factory workers

Students created five hypothetical situations as a framework for the debate

The students created an imaginary context for the debate: It takes place as part of a United Nations investigation of political and economic systems with the aim of harmonizing the world's economies. To provide a structure for examining the influence of government policies on the economy and the lives of the Soviet people, the students devised five hypothetical situations that would require a response from the government:

- There is a shortage of blankets and warm clothing in Siberia. People are sick and dying. How are you going to respond to this situation?
- Suppose that in recent years, crime has increased to potentially dangerous levels. People are now afraid to walk unguarded through urban areas. Should this situation arise, how would you deal with it?
- The people are becoming increasingly restless over the fact that technology in the USSR is in short supply and does not measure up to their desires. What is your response to this demand for technology?
- Your current five-year plan is coming to a close. What are your intentions for your next five-year plan?

- Imagine that there is a war somewhere in which the Soviet Union has strong connections with one side or the other. What role would you assume in this conflict?

These hypothetical situations were the product of discussions in which the students used the six learning and communication processes, individually and in collaboration with one another, to examine and make sense of the information in their text book.

In subsequent discussions, they planned, wrote, and rehearsed the debate before presenting it to their classmates. The students' ability to set goals and plan strategies for learning and communication, and to persevere with the work over an extended period of time demonstrated considerable independence in these key indicators of **monitoring**.

We will examine the students' learning and communication processes in a few excerpts from the rehearsals and the presentation to the class, and in one student's reflection on the project. The excerpts encompass three of the five hypothetical situations the group had constructed.

Rehearsing the Debate: Dealing with Shortages

Janice: Okay, here we go . . . April 19, 1980, the U.N. has sent delegates to various countries to study the effects of different political systems on economic growth. The drawbacks and advantages of each system will be studied in depth to further the efforts to make the world economy compatible. I am the delegate for the USSR. and I will be presenting several hypothetical economic situations the government will respond to, using their present economic system. I will also be inquiring into the functioning of a centrally planned economy. On my right is the honorable Mr. Brezhnev, representatives of the GOSPLAN are seated to his right, the (inaudible) of laborers are present to respond to the situations given.

Linda: That's me! And Greg.

Janice: Okay, the first situation is: let's assume that there is a shortage of blankets and warm clothing in Siberia. People are sick and dying. How are you going to respond to this situation?

Dennis: To deal with this problem we shall upgrade the production of blankets and warm products for shipment to Siberia.

Michelle: He's Brezhnev.

Paul: In order to increase the production of blankets, longer work hours will be required to be put in by all the workers in blanket factories. These workers must produce 5000 blankets per week for six weeks. If they reach the quota each worker will gain a 25% increase in wages over that period of time.

Linda: Okay, I'll read Eric, I guess.

Chris: Eric's here.

Linda: Oh, is he . . . Sorry.

(Several voices)

Chris: Does that mean that we only get 25%?

Linda: Bonus.

Chris: If we do the work fast enough, that's not enough.

Linda: Does that mean we only do get a 25% bonus if we do the work fast enough? That's not fair. Okay, it's good that we are helping other Soviets in need but they are not the only ones who need support . . . Chris.

Chris: Yea, here. I need more money to support my family. Simply promising another bonus might not be enough. These hours will tear apart my family, I see them little as it is. (Asking a question about the script.) I see "the hours" little or I see "my family" little?

Janice: Family.

Linda: Okay, I think that's it.

Eric: All right.

Rehearsing the Debate: Dealing with Shortages

In this excerpt, the students are rehearsing the beginning of the debate. They run through the script they have written for the first of the hypothetical situations: how the government would deal with a shortage of consumer goods; in this case, blankets and warm clothing. The script is the product of both group and individual work. The students have planned the content together and then taken individual responsibility for writing their parts. The students are playing these roles:

Moderator	Janice
Brezhnev	Dennis
GOSPLAN	Michelle
	Paul
Factory Workers	Linda
	Chris
	Eric

We do not see much **exploring** or **narrating** in this excerpt, probably because decisions about the content of the script have already been made and also because the group does not depart from the script in this rehearsal. The script, however, provides evidence of the students' skills in the other four processes. For example, they seem to have little difficulty **imagining** themselves in an unfamiliar situation, in the roles of government officials and workers during the Brezhnev regime.

Independence shown in four processes

The students show considerable independence in **empathizing**, too. Janice's introduction very quickly establishes the context for the debate, its purpose, and the roles the students are playing. They use language and actions appropriate to their roles. The variations in tone are realistic: Janice, as moderator, (lines 1 and 3) is formal; Dennis (line 4) and Paul (line 6), representing the government, are authoritative; and Chris, Linda, and Eric, the workers, (lines 10 to 14) are informal. Although, in reality, the workers would probably not have voiced their opposition to the demand for increased productivity, the debate creates a context in which they can do this because they are responding directly to the moderator and only indirectly to the

GOSPLAN. The debate provides a framework that allows us to suspend our disbelief and enter into the situation.

The script shows evidence of the students' skill in **abstracting**, too. They understand how a centrally planned economy operated in the former Soviet Union and can apply this to the creation of a plausible situation (a shortage of consumer goods) and a plausible response on the part of the government (an enforced increase in quotas and working hours). Their script shows how this decision might have affected the lives of the people: the workers acknowledge the importance of helping other Soviet citizens, but they also point out that it was not necessarily fair, equitable, or considerate of the needs of families.

The students also demonstrate their independence in **monitoring**. They recognize that planning and rehearsal are necessary to a successful performance. They check their understanding of which roles they are playing (lines 2 and 5). Chris asks for clarification of the meaning intended (line 14). Linda plays a facilitating role (line 7), offering to read for Eric. (Her feeling that someone is missing is accurate—Greg is.) Janice's monitoring function is implicit in her role as moderator, and she demonstrates that she is well suited to the task. Her introductory "okay" (lines 1 and 3) is not part of the script; it seems to be a signal to bring the group on task. Her quick response to Chris (line 15) is another example of her pervasive **monitoring** of the group's progress.

Janice: Okay, third situation. Suppose in recent years crime has increased to a potentially dangerous level. People are now afraid to walk unguarded through urban areas. Should the situation arise, how would you deal with it?

Dennis: To deal with this we will recruit more law enforcers and upgrade the guidelines of the current police force.

Janice: GOSPLAN?

Michelle: Holy, just a minute.

Paul: We have decided to extend the boundaries of police regulations 30A, 53A, and 111C to allow our police force greater power.

Michelle: I don't have that one.

Paul: What?

Linda: We didn't work on the workers on that one.

Eric: You're not up yet.

Paul: Okay, this will allow them to openly interrogate suspects when they feel it is necessary and to shoot fleeing suspects on sight . . .

(Laughter from the group)

Greg: All right!

Paul: From now on, for the next five years, fifteen percent of high school graduates will go to the police force and make their career there.

Greg: That's a lot of people.

Paul: (Confirming Greg's comment) Mhmm.

Chris: What did you say, fifty percent?

Paul: Fifteen percent.

Janice: Oh, fifteen. Okay.

Linda: Okay, so what did the workers say there? Just wait, what number is that? Oh, 3, Okay.

Eric: Okay, things we should say are, uh, it'll make for a much more violent place. Like all the cities will be much more violent.

Chris: Yea, that's a good one.

Greg: It'll make it less violent for, because there won't be as many sadistic murderers running around, 'cause they'll all be dead.

Chris: It'll be more violent for awhile but after its effect is felt, there will be less crime. Yeah, it'll pay off.

Greg: And people will be afraid to commit crimes 'cause they don't want to die.

The worker's lines have not been written; the four students demonstrate independence in exploring

The second excerpt from the group's rehearsal is interesting because the workers' lines have not yet been scripted. This is evident in Linda's comment (line 8), Eric's comment (line 19), and the numerous false starts and hesitations in the students' contributions (lines 19, 21, 24, 25). We have an opportunity here to see how well some of the group members deal with **exploring**. The four students playing the roles of workers seem to be quite confident risk-takers. They tackle the problem of creating a response on the spot very enthusiastically, testing out a number of possibilities. They show strength in **empathizing**, too, listening actively to one another, weighing each others' ideas, and elaborating upon them.

They also show independence in abstracting

The four students move quickly from **exploring** into the realm of **abstracting**. They examine the GOSPLAN's proposal from several perspectives, making plausible predictions about the impact on the crime rate (lines 19 to 23), the unfairness to those who are forced into police service (line 25), and the possibility that innocent people may be killed (lines 25 and 26) as a consequence of the policy to shoot fleeing suspects.

They evaluate Eric's generalizations that society will become more violent (line 19). Initially, Greg presents an opposite point of view (line 21). Then Chris introduces a refinement that takes both points of view into account (line 22). Greg then confirms this point of view and provides a specific reason for an eventual decrease in the crime rate (line 23). He does the same thing in response to Linda's suggestion (line 25) that innocent people might be killed, adding the point that bystanders might also be victims (line 26). Towards the end of the excerpt, Linda comes up with the generalization that captures the GOSPLAN's approach to crime: "That's, like, government oppression..." (line 25).

The excerpt demonstrates the power of collaborative learning. In just a few minutes, the four students have constructed the

Eric: Yeah, but they say, it's not really fair for the students that they have to go into the police force.

Linda: That's, like, government oppression, you know, and even with shooting suspects on sight, what if they're innocent, you know?

Greg: Yeah, or they hit someone that isn't the suspect.

Coup Plotters Envisioned Police State

Citizens of the former Soviet Union are starting to learn just how scary a place the USSR. would have become if the August 1991 coup had succeeded.

A decree ordering police to "shoot on sight" rapists, thieves and other lawbreakers was found among the papers carried by the arrested coup plotters, deputy prosecutor Yevgeny Lisov told the press Tuesday.

"They were going to install special patrols in every town and city of the country with orders to shoot people without the benefit of a court case." That was how they planned to fight crime, Lisov said.

The self-proclaimed Emergency Committee, which seized power for three days last summer, planned to turn back the clock to the days before Mikhail Gorbachev's reforms were introduced.

The 15 alleged plotters, who face conspiracy charges, still profess hope their fortunes will be reversed, Lisov added.

From *The Edmonton Journal*, January 21, 1992

beginning of a complex response to the leadership's policies. Of course, we would want to encourage them to refine it further in written language.

The students playing the role of the GOSPLAN also demonstrated skill in **abstracting**. Their hypothesis that the leaders in the former Soviet Union might respond to crime with oppressive measures was born out in reality. Ten months later, the news article on page 240 reported that the reactionary Emergency Committee, which attempted to oust Gorbachev, had intended to deal with crime exactly as the students had predicted.

Rehearsing the Debate: Discussing Costumes

Janice: Are we going to dress up in costumes?

Chris: It is already extremely hard to buy food. Why does a satellite take priority over people's quality of life?

Janice: Wait a minute . . . Are we going to dress up? I want to wear a suit!

Chris: Yeah, okay, you can.

Janice: A lifelong dream . . . Factory workers, does anybody have a pair of overalls they could wear?

Eric: No.

Dennis: I support furthering technology because it is important for us to do so, but it is necessary to raise prices yet again.

Janice: Wear something factory-ish. Guys, are you going to wear something factory-ish?

Chris: Yes.

Janice: What about jeans and rough-neck shirts or something?

Greg: Rough-neck?

Dennis: This means I'm going to have to wear a suit again.

Janice: Yeah, you have to wear a suit, too, and GOSPLAN members. Michelle can wear a little jacket thing.

Paul: I'm an undercover GOSPLAN member.

Greg: Michelle can wear a nice little dress . . .

Eric: Just grease your hair back.

Greg: Yeah, I'll just get massive globs of gel and slime it back.

Chris: Actually it should be two men in the GOSPLAN 'cause that's the way it would be in the Soviet Union.

Michelle: Would it?

Eric: No, women and men are represented equally . . .

Michelle: They don't have a society like ours, they have women doing things.

Janice: Doing things, they do! Yes.

Chris: No.

Janice: Yes.

Chris: No, they've never had a female secretary of state.

Linda: No, but they have had women in government.

Rehearsing the Debate: Discussing Costumes

Janice shows less independence in empathizing and monitoring in this situation

The group has been rehearsing their responses to the need for more technological development in the Soviet Union. Before the students who are playing the roles of the workers have finished presenting their viewpoints, Janice breaks in to ask about costumes (line 1). Previously, Janice had shown considerable skill in **empathizing** and **monitoring**. In this situation, however, she is less able to control these processes independently.

While her concern with costumes indicates that she is **monitoring**, in that she is thinking about the presentation for the class and trying to get the group to plan ahead to ensure its effectiveness, she actually takes the group off task to deal with her concern. Chris and Dennis try to persevere with the task (lines 2 and 7), but Janice is so insistent (lines 3 and 8) that they stop and discuss what matters most to her at the moment.

Janice also shows less ability here to **empathize** with the perspectives of others. Although she poses a question ("Are we going to dress up in costumes?"), she seems intent upon having the group accept her ideas about appropriate costumes rather than listening to their viewpoints. She overrides Dennis' objection to wearing a suit (line 12), and if she hears Greg's question (line 11) or Paul's reluctance to accept her ideas (line 14), she does not respond to their concerns. Her tone in line 13 is somewhat condescending. Ironically, while Janice wants to wear a suit, which will make her look dominant and powerful, she expects Michelle, who is part of the GOSPLAN, to wear something more traditionally feminine—"a little jacket thing."

Perhaps this invites Chris' attack on the legitimacy of Michelle's role in the debate and his suggestion that the GOSPLAN should be two males (line 18). He has introduced an interesting issue, but it leads only to a futile argument about the role of women in the Soviet Union.

Chris: I bet they don't have any female GOSPLAN members.

Janice: I bet they do.

Linda: I'm sure they do.

Eric: Oh, I bet you they do.

Greg: Or female Brezhnev's.

The outcome was obviously unsatisfactory for everyone in the group. There was no genuine exploration of ideas such as we saw in the previous excerpt. Janice had given some thought to the matter of costumes and had appropriate suggestions to offer the group. However, she was unable to persuade all the group members to accept her ideas. For the presentation to the class, Janice wore a suit, as she had intended. Dennis and Michelle wore suit jackets. Paul wore only a tie over his T-shirt, and the four workers wore no costumes. Some specific instructional strategies for Janice and for the group are suggested below.

Suggested Instructional Activities (Janice):

- Have Janice listen to the audiotape and discuss with her teacher (or in her journal) why she did not convince the others to take her ideas seriously and what she might have done to be more persuasive. Would there have been a more opportune time to introduce the subject? Could she have given some reasons to support her suggestions?

- Give Janice some specific strategies to use to show empathy for the perspectives of others in a face-to-face discussion. For example, ask her to paraphrase what others say to her to ensure that she is listening actively and giving consideration to their viewpoints.

Jot down your own suggestions here:

Suggested Instructional Activities (The Group):

- Have the group listen to the audiotape and ask them to discuss what they were feeling during this exchange, what caused the breakdown in communication, and how it could have been repaired. If they had found evidence that the GOSPLAN had never included women, would this have been sufficient reason to replace Michelle with a male? Or would it be more important to acknowledge that she had demonstrated her ability to play the role convincingly?

Jot down your own suggestions here:

Presenting the Debate: Supporting An Ally in a Foreign War

Janice: Okay, Mr. Brezhnev. Imagine that there is a war somewhere in which the Soviet Union has strong connections with one side or the other. What role would you assume in this conflict?

Dennis: We would send 20,000 troops to the country for aid.

Michelle: We, as GOSPLAN, are hesitant in agreeing with our leader's decision. In order to provide troops to another country is a major step. We have our own economic state to be concerned with at the moment. Later when our economy is secure we can get involved.

Paul: One reason is the manpower. It would be necessary to get more army people using force. People leaving their present jobs disrupts our economy and leaves large holes in some industries. During war, our economy can't grow as planned.

Michelle: Also, training camps are needed. Immediate sessions must be organized to train our forces into workable armies. The expenses of fighting are costly and must be borrowed. The many complications would give us large debts. The cost of weapons, provisions, manpower, transportation, training, and supplies (inaudible) affect on our country. Health and hospital back-ups must be dealt with. As well, the pressure would turn the world against us. Aimed in the future, GOSPLAN feels the negative effects are great, but if necessary we will carry out Brezhnev's orders.

Janice: Brezhnev, what are your orders?

Dennis: We will send the troops. We have strong involvements with that country and we will send them to aid their involvements.

Janice: Labourers, how do you feel about the position?

Linda: It's definitely the right thing to do. By supporting our allies it will show how strong and noble we are. Other countries will fear and respect us for it.

Greg: We should support our own country first. We can't send money, manpower and resources also when we need them here to support own economy.

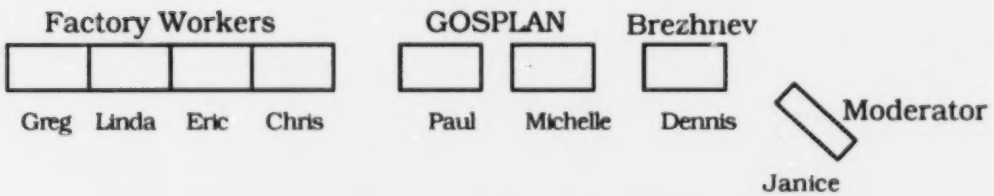
Eric: I agree! We need to concentrate on ourselves first.

Chris: I do believe in the cause but I'm afraid for my son who'd be fighting the battle for you.

Janice: Well, this has been a most interesting discussion. We at the UN appreciate your co-operation in our study. We feel the results will be highly beneficial and we'll send you our completed report.

The group showed independence in empathizing

The students used their prepared scripts and videotaped their presentation of the debate to the class. They appeared comfortable and confident in their roles throughout the presentation. There were other indications, too, of their independence in **empathizing**. They used non-verbal communication effectively to establish their roles and relationships. For example, they arranged themselves in relation to the moderator in a way that conveyed visually the hierarchy within the Soviet system. Brezhnev was seated closest to the moderator, with the GOSPLAN to his right, and the factory workers were situated in a group farthest from the moderator:



In addition, some of the students wore costumes to reinforce their roles. They used tone of voice, facial expression, and gestures effectively to portray their roles. For instance, Dennis, in the role of Brezhnev, maintained a stern, unemotional tone throughout the debate. The factory workers responded with appropriate emotion to the plans of their leader and the GOSPLAN. At one point, Eric banged his fist on the table to emphasize his outrage at the GOSPLAN's intention to raise food prices. Overall, their actions and language were thoroughly convincing.

The students also displayed independence in some aspects of abstracting, but needed some help with this process and also with monitoring

An excerpt from the end of the debate is presented on page 246. The students are dealing with the last of the five hypothetical situations they had devised as a framework for examining the influence of a leader's policies and a centrally planned economy on economic growth in the former Soviet Union. The excerpt illustrates their independence in some aspects of **abstracting**. It also demonstrates that they need some assistance with this process and with **monitoring**, too.

In this excerpt, the GOSPLAN takes a different approach to their leader's decision. In the four other hypothetical situations, they had consistently offered support for his position. In this case, they indicate that they will defer, if necessary, to his decision to assist an ally involved in a foreign war. But they do so only after pointing out, very comprehensively, how his decision will deplete resources necessary to maintain economic growth. And the factory workers, too, present a variety of very plausible viewpoints in response to Brezhnev's proposal. The excerpt shows the group's skill in examining an issue from a number of different perspectives.

However, the students seemed to need some assistance to take this skill in **abstracting** to a higher level. The presentation ends abruptly with Janice's closing comments (line 13). The students do not relate their dramatization of the five hypothetical situations to the three questions central to their study of the Soviet Union at that time:

- How did the centrally planned economy influence economic growth in the former Soviet Union?
- What are the pros and cons of a centrally planned economy?
- How much effect have leaders had on major economic decisions made in the former Soviet Union?

The students' answers to these questions are intimated in their debate, but they do not make them explicit. The debate provides evidence that the group might well have been able to take this further step in their presentation. The failure to do so may indicate a problem in **monitoring**; that is, in recognizing that it was necessary to comment directly upon the three main questions.

The students need to be challenged to evaluate their work and make necessary additions

The students did sense that something was lacking; at one point, they expressed a feeling that the debate was too short and considered giving the audience an opportunity to ask

questions. As a follow-up instructional activity, we might ask the students to review the videotape to see if they have actually answered the three central questions and then ask them to add a conclusion that would relate their debate to these questions.

The longer presentations of Michelle (lines 3 and 5) and Paul (line 4) suggest that these students needed help of a different kind with the process of **monitoring** to revise errors in grammar, verb tense, and word choice in their written work. We might ask them to listen to the videotape, follow their script, and try to identify and correct errors in their use of the language.

Overall, the assignment the students designed for themselves challenged their abilities in the six learning and communication processes and provided evidence of their considerable independence in all of them. The audiotape and the videotape displayed an enthusiastic commitment to the task.

Michelle's Reflection on the Project:

I thought our debate went pretty well. I was pleased because it ran fairly smoothly and professionally. I had worried that my parts wouldn't fit in with what they did while I was on tour but it seemed to go together well. I learned from the experience of role-playing about how the government works. I got to see how it would feel and it makes it easier to visualize what is going on in the USSR. I also became clearer about the answers to the three questions and their real meanings. By using hypothetical situations I could better see how the economy was so closely linked in to what we are doing. If I could change anything I would make it more realistic. Because of the size of our group we had to skip over 2 levels of government triangle. I would also make the investigator have separate discussions with the laborers to find out their personal feelings. I would have GOSPLAN talking privately about their disagreements with the secretary, I would show what the representatives report about our government said about us. That could make our answers to the 3 questions more clear.

Michelle's Reflection on the Project

As a final activity, the students were asked to write a reflective piece about the project. Michelle's reflection is presented on page 250. It shows the potential in such writing to extend students' learning and find out more about their level of independence in learning and communication processes.

Michelle's comments suggest that the student-designed project facilitated the processes of **imagining** and **empathizing** in her learning: "I learned from the experience of role-playing about how the government works. I got to see how it would feel and it makes it easier to visualize what is going on in the USSR." (When the students did this project, the Soviet Union was still intact.)

Michelle demonstrates independence in abstracting and monitoring

Michelle's writing about the project demonstrates her independence in **abstracting** and **monitoring**. She evaluates the outcome of the group's work against a number of self-generated criteria: the smoothness, professionalism, coherence, and realism of the presentation; and what she has learned from her involvement in the project. Michelle recognizes that the group's answers to the three central questions were not entirely clear, and she makes four specific suggestions for improving the realism and clarity of the presentation. Her suggestions show that she has a very good understanding of how the former Soviet system worked.

Alternative Assignment: Videotaped Documentary About Soviet Policies and Economic Growth

Students created a videotape to examine the Soviet economic system

One group of three boys produced a videotaped documentary about Soviet policies and economic growth. The students submitted a videotape and a script, which included a promotional advertisement for the program.

The documentary held two episodes. Episode One dealt Stalin's leadership. It also focused on economic decision-making in the Soviet Union, using an imaginary situation (the discovery of a coal deposit) to show how decisions were made at each level in the system. Episode Two examined the impact of a centrally planned economy on economic growth and the lives of Soviet citizens.

The students were resourceful technicians. They used Lego toys as characters and props, and constructed interesting backdrops from readily available materials.

Students drew upon their knowledge of audiovisual communication to create a realistic television program.

The most obvious strength in the students' work was their ability to apply their knowledge of audiovisual media in the creation of an entertaining and informative demonstration of their learning. They introduced the documentary as a Public Broadcasting Service (PBS) series, with a station identification clip. They used music to signal the beginning and end of each episode and also to lead into commercials. Throughout the documentary, they used graphics for titles, to identify settings, and to give additional information. At strategic points in the program, they included commercial breaks.

They used advertising to satirize consumerism in a market economy

Part of the students' purpose was to satirize elements of both centrally planned and market economies. They used their advertisements to poke fun at consumerism in a market economy.

We will examine the students' learning and communication processes in two of the advertisements they created and in excerpts from both episodes of their documentary.

Tuesdays at 5:00 AM on PBS

A scintillating series from the producers of "fun with income tax", "Accounting world" and "Taiwanese Leadership and Economic Growth"

Hear what they say:

"Just what I'd expect from PBS!"
-Maclean's Magazine

"A real TV show."
-Time

"I didn't see it, but it sounded like it would be good!"
-Elvis

"The host was a wonderful actor!"
-Mr. Pef

"I hope nothing happens to the host"
-Edna Gribble

"It's better than 'fun with income tax!'"
-Newsweek

"Superb and informative... I loved it!"
-Mr. Pef

Soviet Leadership + Economic Growth

With Mr. Pef

By appointment to Her Majesty the Queen.

The title page of the students' script was a promotional advertisement for their documentary series on "Soviet Leadership and Economic Growth." Their advertisement is presented on page 254.

The students' work shows independence in five processes

The students' independence in **exploring**, **imagining**, **empathizing**, and **abstracting** is evident in their advertisement. They draw upon their knowledge of advertising and consumerism in a market economy, creating a parody of a promotional advertisement such as one might find in PBS's *Prevue* magazine. The students choose language appropriate to a public audience. They apply their knowledge of advertising techniques, in tongue-in-cheek fashion, to satirize the use of snob appeal ("By appointment to Her Majesty the Queen") and vacuous testimonials ("Superb and informative. . . I loved it!") to sell products.

The advertisement also displays careful **monitoring** of the conventions of language use. There are only two errors: the spelling of *nothing* as *nothig*; and the incorrect placement of the exclamation mark in *Newsweek*'s testimonial, which has a quotation within another quotation.

Several other advertisements, such as the following, were interspersed throughout the televised documentary and demonstrated the same skill in satirizing consumerism in a market economy:

> *Here it is! The Forblefarb 2000! The most revolutionary kitchen device ever. It has so many uses you won't know what to do with it. Over 6,000 in most homes. Here it is! With extra added features, you'll be able to enjoy it for many years to come. Order yours now! The Forblefarb 2000, 1-800-555-GZMO. Operators are standing by. Sorry no C.O.D's. Visa and Mastercard accepted! Remember call now!*

Excerpts from Episode One of the Documentary:

Speaker	*Audio*	*Video*
Mr. Pef (host)	*Hello, I'm Mr. Pef and I'm here in my scuba diving lessons to tell you that the leader in the Soviet Union makes general decisions which become more specific as they move through the Soviet system.*	*Mr. Pef, a Lego toy, in the bottom of an aquarium; fish swimming around him*
	For example, I'm here with the communist party leaders. Let's see what happens.	*Mr. Pef standing in the foreground; the three leaders standing behind tables in the background* *Graphics: "The Communist Party"*
Leader 1	*We have discovered a new coal deposit in siberia. We need to mine it.*	*Close-up of Lego female leader*
Leader 2	*There will be a population increase of 2.4%.*	*Close-up of Lego male*
Gorbachev	*Okay! I think we should increase transportation for the increased population and the new coal deposits found.*	*Close-up of Lego male in the center; map of the former Soviet Union in the background.*
Mr. Pef	*Now I'm here at Factory #72. Let's see what the leader is saying to the workers.*	*Mr. Pef in the foreground* *Graphics: "Factory #72" with Russian letters underneath.*
Factory Manager	*All workers, Moscow has sent out new quotas for our factory production. Our production is up 5% which means you all have to work extra hard. We must meet these quotas!*	*Manager behind table with wrench; workers in front listening*
Workers	*Yes boss! Okay! Sounds good!*	*Workers salute*
Mr. Pef	*Okay! Now I'm here outside factory #72. Let's see how their car production has increased since the quotas.*	*Mr. Pef outside the factory; two cars come off the production line*
	Now, I guess that concludes it for this episode. I had a wonderful time, and I hope you did, too.	*Mr. Pef sitting in car*

Excerpts from Episode One of the Documentary

Episode One illustrates decision-making in the former Soviet Union

Most of Episode One of the students' documentary concentrates on economic decision-making in the former Soviet Union. The students create a hypothetical situation—the discovery of a coal deposit in Siberia—and use this to show that the decision-making process began with the leader and Communist hierarchy, and then flowed downward through the GOSPLAN, the Ministry of Transportation, and the Factory Manager. The two excerpts from Episode One of the documentary, on page 256, depict the beginning and end of this process. In addition to the students' script for the documentary, we have included a description of what the viewer sees on the screen.

Imagining

The two excerpts are representative of the skill the students displayed in **imagining** throughout the documentary. They create short imaginary scenarios to depict each part of the decision-making process. They also translate their ideas successfully into a visual medium, using relatively simple devices (toys, graphics, hand-drawn scenes, and maps) to create appropriate visual images. As well, they use visual juxtaposition (Mr. Pef reporting on the Soviet system from his scuba diving lesson, for example) to arouse interest and perhaps also to satirize the use of exotic settings in documentaries.

Empathizing

The students also show independence in **empathizing**. They select language appropriate to a television documentary for a public audience. Mr. Pef establishes the setting for each segment and invites the viewer to listen for specific information. The dialogue is concise and the visual support uncomplicated, both effective techniques in a television documentary.

Abstracting

The students are proficient in **abstracting**, too. They make plausible predictions about the decisions that would be made at each level of the Soviet hierarchy to take advantage of the discovery of a new source of coal: transfer of workers to the mine site, expansion of transportation facilities, and increase in quotas for the production of railway cars.

Excerpts from Episode Two of the Documentary:

Speaker	Audio	Video
Mr. Pef	*Hi! I'm Mr. Pef. The soviet union has economic growth and it has a centrally planned economy, but what effect has the centrally planned economy had on economic growth. I'm standing here in northern Mexico to tell you the answer. The centrally planned economy has had many influences on the Soviet economy. Because the five-year plan program cannot include factors such as weather, world events (such as an earthquake), population change, or unexpected happenings, the program is less effective than it could be.*	*Mr. Pef in the foreground; hand drawn Mexican scene with clay houses and cactus in the background* *Hot, dry Mexican desert scene; Mr. Pef and set begin to shake; Mr. Pef is surrounded by numerous other Lego people; a running shoe crushes Mr. Pef*
Edna Quibble	*My, what a large shoe! Also, the long time period of the plans gives reduced flexibility. The centrally planned economy also provides little motivation for the workers and not much freedom for producers and consumers.*	*Edna Quibble, a Lego toy, appears on left side* *Graphics: Series Title* *Music concludes the segment*
Edna Quibble	*I'm here on top of this crane to tell you that because of the centrally planned economy system, a soviet citizen must work nine hours longer to buy a color TV, and 933 days longer to buy a compact car. Most russians might not want a car because of the cost of 10 gallons of gasoline - 3 hours of work. This system is so bad even the leaders are admitting that it doesn't work.* *In 1923-33 there was an enormous famine where 6 million people died because of unrealistic goals in the 5 year plan. The centrally planned economy worked poorly from the start with shortages, failures and suffering. The only place where it was effective was heavy industry, which increased over 11% in 24 years. Over 1,500 new factories were build in that time.*	*Edna Quibble on a crane* *Soviet citizen (taped from a television program)* *Lego car* *Edna Quibble with Lego tree in the foreground; industrial scene in the background*

Excerpts from Episode Two of the Documentary

Episode Two of the documentary discusses the impact of a centrally planned economy on the former Soviet Union's economic growth and its people. Two excerpts from Episode Two, on page 258, provide further evidence of the students' growing independence in the processes of **imagining** and **abstracting**. The excerpts also indicate that the students needed some assistance with the latter process and also with **monitoring**.

Imagining

In the first excerpt, we can see additional evidence of the students' skill in **imagining**. They use hyperbole in their selection of visual images to show how external factors beyond the control of the Soviet Union (such as earthquakes, population changes, and unexpected happenings) could interfere with economic growth.

Abstracting

The students also demonstrate considerable independence in **abstracting**. They provide specific evidence to support their conclusion that the centrally planned economy of the Soviet Union was, in many ways, ineffective in stimulating economic growth and providing affordable consumer goods to its citizens. However, their assessment is somewhat unbalanced in favor of the negative impact of this economic system. Although the students mention the expansion of heavy industry that occurred during this period, they do not elaborate upon this point. They might have discussed specific aspects of heavy industry, such as the expansion of the Soviet Union's military strength, advancements made in resource extraction in northern climates and, of course, development of their space program.

The students need assistance with abstracting and monitoring

The students need some assistance to examine the positive outcomes of the centrally planned economy more thoroughly. Their problem seems to be one of inadequate **monitoring** as well as insufficient **abstracting**. To make them aware of the imbalance in their discussion, they could be asked to make lists of the pros and cons of the system based on the evidence in their script. Perhaps they would have seen

the need to elaborate upon the positive outcomes of a centrally planned economy.

The students also needed to **monitor** their written work more carefully for spelling. Their capitalization of proper nouns (Communist Party, Soviet, Soviet Union, and Russians, for example) is not consistent. Interestingly, the misspellings occur within the segments, but not in the introductions to the segments or in the transitions between them. This suggests that the students could easily have corrected the errors had a final **monitoring** for the conventions of language been part of their plan.

In general, the project the students designed for themselves challenged them to examine information from many sources and to draw upon their experiences with language and communication media outside of school to create an original demonstration of their learning.